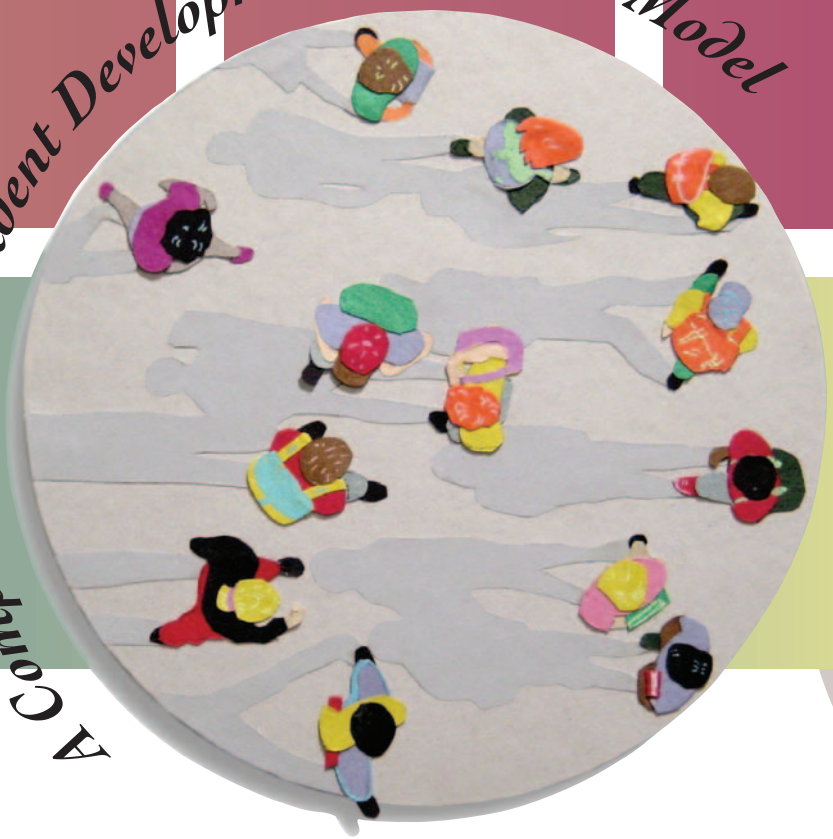
Florida's School Counseling and Guidance Framework:

A Comprehensive Student Development Program Model



Let me introduce myself and explain my rationale. As your guidance plan, this is an opportunity to consider me your pal!
My mission is to deliver with acuity. Let me light your way!
I'm your proactive beacon, your foundation, your mainstay!

My four domains are developmental for ALL students, you see?
I'm outcome oriented! You can depend on me!
Use me! I'm relevant! My accountability is strong!
With my competencies and indicators, how can you go wrong?

Of course, a word of caution… I'm a powerful paradigm!
There are those that will mock, even scorn you, and say there is not time.
So, integrate me into the curriculum. Put me everywhere!
In a healthy, encouraging, learning environment…I fit there!

Involve parents, teachers, community! Be comprehensive in your scope!
Translate me into action! I'm here to provide your hope!

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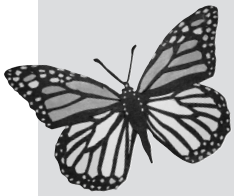

Acknowledgements

Many individuals contributed valuable input in the formulation of the positions and ideas set forth in this document. In particular, appreciation is extended to members of the Student Development Steering Committee for their vision and contribution to revising Florida's Framework for Counseling and Guidance Programs. Many hours were spent discussing how to improve school counseling programs and defining the role of the school counselor. This document was first published in 1995 with the principal authors, F. Donald Kelly, Florida State University; Gary W. Peterson, Florida State University; and Robert D. Myrick, University of Florida. The revision was completed through the Division of Workforce Development, Department of Education with direct input and writing from the Student Development Steering Committee. Thanks to Peggy Land for writing the poem for the guidance plan.

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Foreword

Florida's Framework for Counseling and Guidance Programs is a work in progress in that it represents the continuing development of school counseling programs for K-12 schools. When first developed in 1995, this document represented a departure from prior "guidance" program models to a model that stressed a student curriculum based on four content areas. It incorporated school-to-work concepts, served all students, and provided a set of strategies to develop, implement, and evaluate comprehensive student development programs. The National Career Development Guidelines (National Occupational Information Coordinating Committee) helped to shape the career development standards and competencies. These guidelines have been used in Florida since 1987 when the Blueprint for Career Preparation was first implemented.

This document provides a revised structure that is intended to be more accessible for counselors and administrators who are seeking to develop or revise their district and student development programs. Since the original writing, the American School Counseling Association has promulgated national school counseling standards and has recast the role of the school counselor in terms of these curriculum standards and the skills and competencies counselors need to successfully implement the curriculum. In addition, the National Consortium for State Guidance Leadership has developed the *National Framework for State Programs of Guidance and Counseling*. The framework includes standards for the structure and delivery of a comprehensive counseling and guidance program.

As a transitional document, one that continues to bring the most contemporary practices and perspectives to practicing school counselors, the review and revision team felt it important to use consistent and updated language to describe the program and its major constituents. The terms being used, and the educational context, in which they are used, reflect national, regional, state and professional organizational thinking. A carefully crafted mission statement reflects contemporary thinking about school counselors, their obligations to ALL students, their increasing responsibilities to be student advocates, and their accountability to enhancing student learning.

Preferred terms include "school counselor" instead of guidance counselor as the certified professional who uses counseling, coordinating, consulting and curriculum developing and delivery skills to implement programs based on the content standards of academic achievement, career development, personal/social development, and community involvement. The program that defines the activities and program evaluation methods is called a comprehensive student development program. The curriculum frameworks are those for a counseling and guidance program. The term guidance is preserved as part of the program to help identify the transition from a guidance model to a student development/school counseling program model.

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Introduction

Counseling and guidance programs have gone through an evolution over several decades. Traditional approaches to guidance are characterized as process oriented, driven by crisis, and serving special populations only. These approaches are no longer relevant for today's needs. Many of the nation's problems can be addressed through prevention and early intervention. Currently, learning effectiveness and efficiency are being highlighted to accomplish the goal of educating responsible and productive citizens who have a global consciousness. More than ever, comprehensive counseling and guidance programs are critical to help prepare students to meet the challenges of the future.

Counseling and guidance programs promote student success through a focus on academic achievement, prevention and intervention activities, advocacy and social/personal/emotional and career development. The program provides students with the opportunity to learn more about themselves and others before they have problems resulting from self-concept issues. They learn interpersonal skills before they have an interpersonal crisis. In crisis situations, they can draw on their skills to address their problem. Every student needs sound emotional and social skills to achieve optimum benefits from the educational program. Individual uniqueness and maximum development in the four major areas are central to the program: academic, personal/social, career, and community involvement.

Counseling and guidance is enhanced statewide when state and local educational agencies work together to establish a common vision, standards, and expectations for their comprehensive counseling and guidance programs. Florida's Framework for Counseling and Guidance Programs was developed through the Department of Education with direct input and support from the Student Development Steering Committee and other counseling and guidance professionals throughout the state. State and national models were reviewed and information recommended by the committee and others was adapted for the state framework. This framework brings together the basic elements to develop, implement, and evaluate comprehensive counseling and guidance programs. It is organized around ten program standards and nine student standards. The student standards encompass academic, personal/social, and career development as well as community involvement.

Many positive changes are occurring in school counseling programs throughout the state but much change still has to occur in how school guidance is conceptualized and how its services are delivered. It is our belief that such programs must focus their energies and efforts on producing students who possess the knowledge, skills, competencies, and personal habits that will help them to be productive workers in a global economic environment, as well as contributing citizens in society. In this connection, we continue to promote the conceptual shift from school guidance to student development. The rationale for this shift is that the term "student development" emphasizes the outcome toward which we are working, rather than the services required to deliver that outcome. Outcome-driven programs are known conclusively to produce better results than those that focus on the processes involved in the delivery of the outcomes.

School boards, superintendents, principals, counselors, career specialists, and teachers must understand the organizational structure of comprehensive counseling and guidance programs and their contributions to student achievement and life success. This understanding is essential if programs are to be articulated developmentally across all grade levels. Maintaining the continuity of student development programs, and guaranteeing their sustainability over time, are dependent on all stakeholders in the system being familiar with and supportive of the programs. Districts and schools can begin to assess and restructure their programs by using the standards as a checklist to compare to their current program.

Counseling and guidance programs promote student success through a focus on academic achievement, prevention and intervention activities, advocacy and social/personal/emotional and career development.

Counseling and Guidance Impact on Student Achievement and Life Success

Chapter 1

The connection between comprehensive counseling and guidance programs and school academic accountability begins with the establishment of academic standards for students. Academic standards articulate a common core of knowledge and skills that every student should possess. They define what each student should know and do in a core set of subjects. They provide a solid foundation for future learning and give students, teachers, and parents consistent targets to meet. Standards form the heart of school improvement. Academic standards set high expectations that drive curriculum and, when fully aligned with the assessment and accountability system, give schools the information they need to re-evaluate and strengthen their programs.

Counseling and Guidance Addresses Barriers to Learning

In 1998, the UCLA Center for Mental Health in Schools published a report to encourage school boards to increase their focus on addressing barriers to learning in our nation's schools. The report described the "enabling components" as an important partner with the "instruction and management" components of the school environment. Until the barriers hindering the performance and learning of students are assimilated into the overall efforts of the schools and school districts, little change will take place. School counseling programs must become a contributing part of this enabling component in the schools.

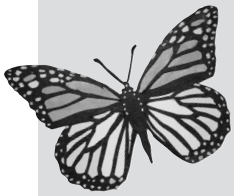
The UCLA report states that while emphasis on higher expectations, assessment, waivers, and accountability is important, such demands are not enough to turn around schools where large numbers of students are performing poorly. In such settings, there is also a need for comprehensive, multifaceted approaches for addressing barriers to learning and teaching.

The Content of Counseling and Guidance

A comprehensive counseling and guidance program sets student standards for competencies to be achieved, contains a body of content, and uses a variety of strategies to deliver this content to all students. The program is evaluated and held accountable for its results, as well as for whether certain functions or activities are in place. The goal or outcome of all counseling and guidance programs is learning. All program content and intervention strategies must focus on learning. The guidance program, in collaboration with other programs, is also accountable for district goals and missions that ensure student learning.

Counseling and guidance programs must address whatever interferes with a student's ability to learn, to succeed, and to participate in the learning process. Although the content of school counseling programs addresses such results as social and personal adjustment, educational and career planning and human growth and development, it is how these results enhance learning that justifies the existence of the program. Academic excellence requires personal excellence and the ability of an individual to utilize the educational opportunities available. The content of the program and the varying strategies used to implement that content are the means to the end.

The content of counseling and guidance programs addresses student needs. These needs are expressed as the gap, or the difference, between the expected progress and the actual progress in the student's personal, social, academic, and career development. Competency in these developmental areas facilitates learning and achievement. For growth and development, it is critical for students to acquire at an early age, a solid base of motivation, aspirations, positive



attitudes, self-acceptance, and knowledge of alternatives. And it is critical for students to continue to build on these throughout life.

Competencies such as study skills, test-taking skills, resource utilization, problem-solving skills, interpersonal and social skills, educational and career planning skills, self-esteem, self-knowledge, career awareness and exploration, employability skills, decision-making skills, conflict resolution, communication skills, personal responsibility, and community involvement form a core content of student development programs.

These competencies serve as intermediate outcomes in their own right. Yet they, in turn, also allow students to more fully and effectively participate in and use the learning opportunities available in school and in the community. They, in essence, facilitate the long-term outcome of all programs...learning, achievement, and attainment of the school district's mission and goals

STUDENT LEARNING – The Goal of Counseling and Guidance Programs

The content and strategies of the counseling and guidance program will vary with student needs, but its primary goal, student learning, never changes. The program content, however, should not be viewed as a prescription of the counselor's role, but rather as a description of a plan to collaborate with other school programs to enhance student achievement. The program must identify ways that counselors can share responsibility for and establish an ownership of the district's goals and mission.

School counselors must reaffirm their commitment to and involvement with learning. Although counselors are not directly responsible for what teachers teach, they contribute, with other staff and parents to how students learn, and consequently, for what students learn. Counselors, teachers, parents, and the community must collaborate in managing learning, recognizing that the primary cause of learning is the student, not the staff.

It is this focus on student standards, the collaboration with other programs, and the exercise of leadership and management skills that can provide the greatest contribution to achieving the school district's mission and goals. Assuming more accountability, meeting students' learning needs, learning continually, and transforming programs and the community to be receptive to learning—all have a place in comprehensive counseling and guidance programs.

All programs seek success, achievement and learning for all students. Every counseling and guidance program can seek and plan for nothing less.

*The above article was adapted from the National Framework for State Programs of Guidance and Counseling, 2000 and may not represent the terminology chosen for Florida's School Counseling and Guidance Framework.

COUNSELING AND GUIDANCE PROMOTES READINESS FOR STUDENT ACHIEVEMENT

How does a comprehensive counseling and guidance program promote readiness for student achievement? Figure 1 portrays a path model of the components of a comprehensive counseling and guidance program that demonstrates the relationships between:

(1) "Readiness to learn" (the guidance function) and "Learning in the curriculum,"

(2) "Learning in the curriculum" and "Measures of student achievement," and

(3) "Measures of student achievement" and the desired "Outcomes of educational programs."

According to the model, the initial state of "readiness to learn" involves the attainment of skills, knowledge, and attitudes (SKAs) that prepare students to acquire the learning objectives of the formal curriculum as specified in the Florida Sunshine State Standards. A description of the components of the model is as follows:

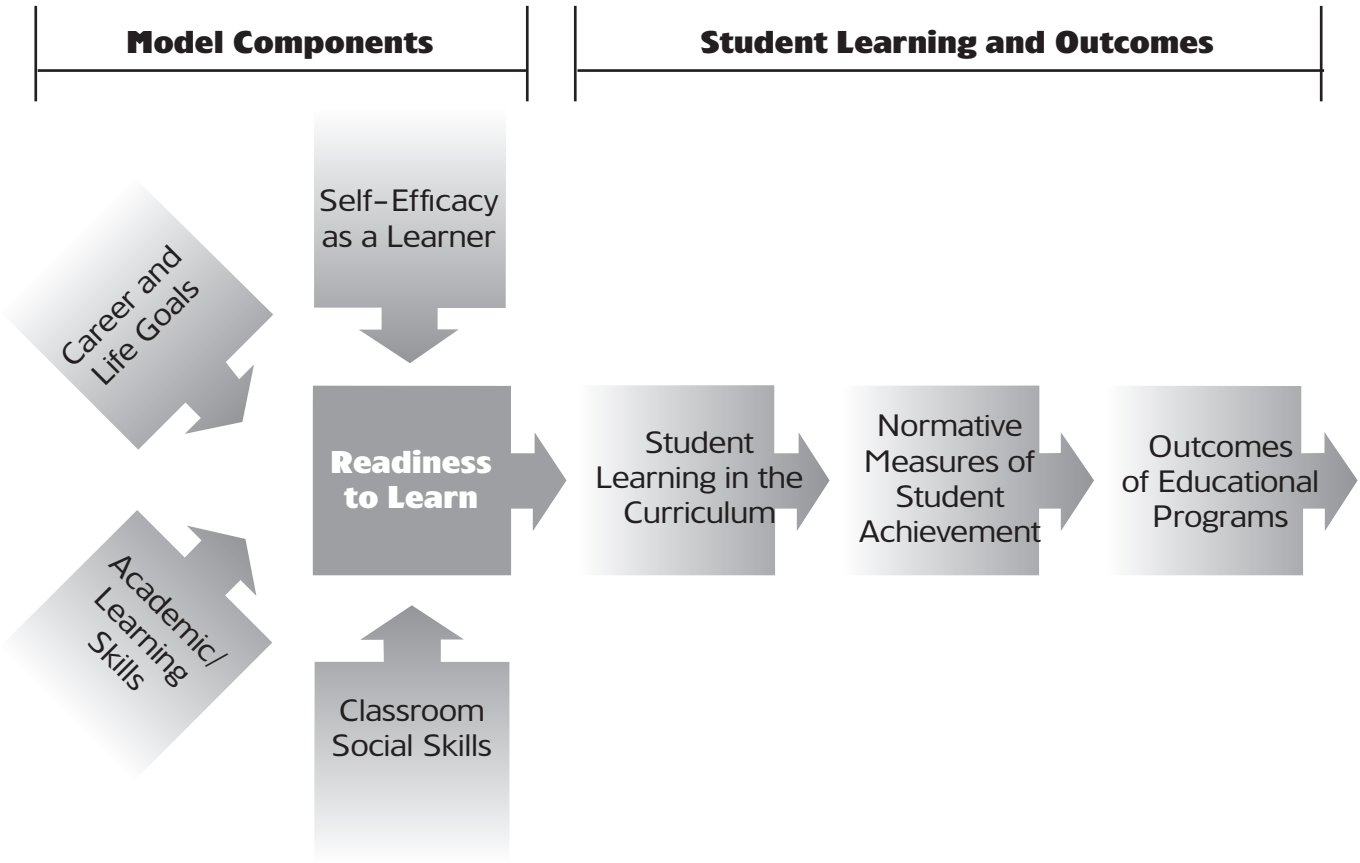


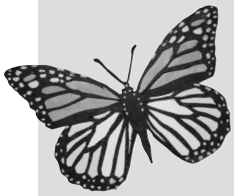
Figure 1. Components of Comprehensive Counseling and Guidance Model and Its Impact on Student Learning and Achievement and Educational Outcomes

Readiness to learn

Not all students come to school prepared to take advantage of the opportunities to learn from typical classroom learning environments. Some lack important skills, knowledge, and attitudes that interfere with their capacity to reach their full learning potential. The SKAs that fall under the purview of a comprehensive school counseling program include self-efficacy as a learner, career and life goals, academic learning skills, and classroom social skills.

Self-efficacy This characteristic alludes to one's self-confidence as a learner. High achieving individuals believe that they can master the material presented to them in the classroom through their own personal efforts. They accept responsibility for their own learning and do not blame others for difficulty in mastering material. They look upon curricular areas in which they encounter difficulty as challenges to be met rather than to be avoided.

Career and life goals This element refers to the capacity for students to relate classroom learning to ultimate purposes in life, the establishing of a career and the forming of a family. It requires that students become able to comprehend that learning today will have an impact on career and life opportunities in the future. Thus, career and life goals provide an important aspect of the motivational structure to achieve in the classroom that is rooted in the self. Peer, parent, and teacher approval are elements of external motivational sources whereas career and life goals become part of internal sources of



motivation. This latter source becomes increasingly important as students mature.

Academic learning skills This component refers to what is commonly known as "learning how to learn." It entails the acquisition of techniques in memorization, general problem-solving strategies (cognitive strategies), focusing, and sustaining attention. This component also includes the development of skills in time management, review and editing, as well as in test taking.

Classroom social skills Modern learning takes place in dynamic multicultural social context. Learning experiences often take place in groups in which teams of students are given problems to solve. Thus, students must acquire collective problem-solving skills. Further, teachers and books are not the only sources of knowledge. Peers, parents, and family are also important and valuable sources of information. Finally, school-to-work transitions require that students learn and transfer classroom social skills to the modern workplace in which the capacity for successful team performance is essential. The acquiring of basic human relations and communications skills thus becomes an important survival skill.

Learning in the Classroom

Classroom achievement, according to the mode, becomes the direct effect of a student's state of readiness to learn. Students maximize their opportunity to learn when they are able to stay on task, respect others' rights to learn, follow instructions, and tend to learning assignments to be completed outside of the classroom. The impact of readiness is reflected in teacher grades and in the attainment of Benchmarks keyed to the Sunshine State Standards. Thus, a comprehensive school guidance program serves as an important resource to classroom teachers to insure that all students in a class have attained a state of readiness that allows them to realize their maximum potential as learners. In addition, a comprehensive school counseling program is a vital component of the school's accountability system.

Normative Measures of Student Achievement

Performance on normative measures of student achievement, such as the Florida Comprehensive Assessment Test (FCAT), the Scholastic Aptitude Test (SAT-I), the Enhanced Academic Competency Test (Enhanced ACT), and the College Placement Test (CPT) are viewed as a direct effect of classroom learning (See Figure 1, page 5). They are also viewed, according to the model, as an indirect effect of students' readiness to learn. Nevertheless, the impact of an effective comprehensive school counseling program that insures that all students maintain a state of readiness to learn should be reflected in both individual and school performance on standardized achievement measures.

Outcomes of Educational Programs

The ultimate outcomes of K-12 educational programs are reflected in subsequent success in postsecondary education, successful employment and career development, stable families and responsible parenting, and in community involvement. In other words, students become productive and responsible citizens. An important aspect of these outcomes can be traced to the extent to which students have acquired a state of readiness to learn in school as well as the capacity to sustain a state of readiness to learn throughout their lives.

Chapter 2

Counseling and Guidance Framework

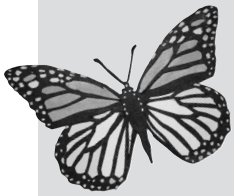
Florida's School Counseling and Guidance Framework provides the structure and content for a comprehensive student development program. The program standards focus on issues at the school and district level that relate to the design and delivery of the program. Each district must translate these standards into a format and system that is consistent with their local policies and practices. The structural framework:

- Forms a basis for planning.
- Provides a step-by-step process for counseling and guidance curriculum design and implementation.
- Offers a comprehensive developmental program that serves all students.
- Assists in analyzing and evaluating current counseling and guidance curriculum.
- Provides for assessment of student outcomes.
- Provides a framework for local standards development.
- Suggests an evaluation process for assessing student developmental progress, as well as counselor and program effectiveness.
- Provides students and parents with information on program content.
- Offers a common language for delivering counseling and guidance curriculum and services.

Standards one through five represent structural elements needed for a student development program. The next four standards define the counselor role and the program delivery components. The remaining standard outlines accountability measures for personnel and program.

Program Standards

1. **Mission Statement** – A mission statement for the student development program has been developed.
2. **Rationale/Philosophy** – A rationale/philosophy for the student development program has been developed.
3. **Advisory Committee** – An advisory committee for the student development program has been established and is active.
4. **Program Resources** – Staff, financial resources, and political resources appropriate to carrying out the full intent of the student development program are provided.
5. **Program Management and Support** – Management and support strategies are in place for maintaining and enhancing the comprehensive student development program.
6. **Counseling** – All students and their parents/guardians have access to counseling services to assist them with problems or concerns relating to academic, personal/social, or career development.
7. **Consultation** – All students along with their parents/guardians are provided opportunities to develop, monitor, and manage their educational and career plans.
8. **Coordination** – The counseling personnel coordinates student development activities that contribute to the effective operation of the school.
9. **Curriculum** – A counseling and guidance curriculum that specifies what competencies all students should master has been developed and implemented.
10. **Accountability** – Procedures and processes have been established to evaluate counseling and guidance personnel as well as a formal review process for the student development program.



Standard One - Mission Statement

A mission statement has been developed for the student development program.

The mission statement defines what you wish to accomplish—the purpose of your program. A student development program mission statement is unique to each school and community. Some elements you may want to include when developing your mission statement are:

- Name of the school district or school
- Purpose of the counseling and guidance program
- Benefits of the program to students
- Content that is delivered to students

The mission of school counseling is to provide a developmental and systematic comprehensive program that ensures academic, personal, social, and career development and achievement for all students. The program is proactive and preventative in its focus and enhances the learning process by assisting students in acquiring critical skills for life-long learning and success. It is developed according to professional standards and appropriate models of best practices in the field as an integral part of education.

The comprehensive school counseling program is designed, implemented, and managed by professionally trained and certified specialists who provide a systematic array of curriculum, interventions, and services that include the skills and knowledge of counseling, consultation, coordination, and curriculum. Professional school counselors are charged with advocating that all students benefit from the educational program. They work collaboratively with school staff, families, and members of the community to provide seamless transitions from school-to-school and school-to-career so that all are productive citizens and effective leaders.

District Examples of Mission Statements:

Our mission as school counselors is to provide a comprehensive guidance program that will assist all students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners.

—Leon County Schools, Comprehensive Guidance Program

The Comprehensive Student Services Program is an integral part of the school's total program with a commitment to individual uniqueness, an understanding of multicultural diversity, and the maximum development of human potential. The program addresses the personal/social, educational, and career needs of all students. The ultimate goal of the program is for students to graduate with the competencies necessary to be able to make self-directed, realistic, and responsible decisions and to be successful contributors to society.

—Miami-Dade County Public Schools, Comprehensive Student Services Program, PK-Adult

Standard Two - Rationale and Philosophy

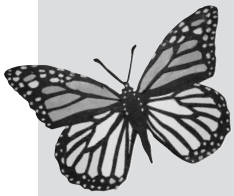
A rationale/philosophy for the student development program has been developed.

The rationale and philosophy describes the importance of counseling and guidance as an equal and responsible partner in fostering student academic, career, and personal/social development. It also provides reasons why students need the competencies they will master as a result of their involvement in a comprehensive counseling and guidance program. In addition, it provides a foundation/belief system for the program.

A rationale/philosophy statement should answer the following questions:

- Why is the district/school student development program needed?
- How is counseling and guidance connected to the educational goals of the district/school?
- What are the results for students?

School counseling programs play an integral role in facilitating the development of the attitudes, knowledge, and skills as well as personal habits that will enable each student to become a productive citizen in a diverse and global community. Florida's School Counseling and Guidance Framework is designed to promote the formation of productive and responsible citizens by ensuring the academic, career, and personal/social development of all students. This Framework emphasizes:



- Collaborative relationships among school personnel, families, businesses, and community leaders;
- Proactive and preventative interventions;
- An integrated and competency-based student development curriculum that targets all students;
- Strategies to enhance academic achievement, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills, and impart life success skills for all students;
- Management of the program by certified professional school counselors;
- An accountability system that facilitates the ongoing improvement of the learning environment; and
- School-to-school and school-to-career articulation.

Example Statements

Pasco County Schools

Philosophy Statement

The Pasco County School Board District adheres to the belief that the guidance program is an essential and integral part of the overall education process. The comprehensive program is built on the assumption that certain educational, career, and personal objectives are attainable when guidance for all students is provided. This implementation acknowledges that guidance is no longer a service to be offered by one person, but a program coordinated with other educators incorporating a comprehensive curricula. Growth and learning are developmental; therefore, guidance must be developmental and sequential.

Rationale Statement

The Pasco Developmental Guidance Program, when fully implemented, will provide:

1. *A guidance program that reaches the needs of one hundred percent of the student population.*
2. *A programmatic approach to guidance services/programs.*
3. *Accountability for guidance programs.*
4. *Counselors who devote full time to the program's implementation and who work toward the elimination of non-guidance tasks.*
5. *Identification and achievement of student competencies and outcomes through the guidance program.*

Standard Three - Advisory Committee

An advisory committee for the student development program has been established and is active.

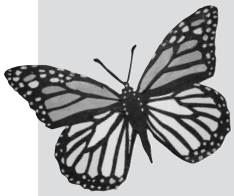
The primary purpose of the advisory committee is to set program goals, provide support, offer advice, review present activities, and encourage new activities to meet the goals of the comprehensive program. Consider the following when establishing an advisory committee:

- Members are appointed and there is a published schedule of meetings and agenda items.
- Membership of the advisory committee should be chosen to reflect the diversity of the community to include staff, parents, school board members, and business and community leaders.
- The Chair is held by someone other than an administrator or counselor.
- There may be an existing group already formed that could assume this responsibility.
- A subcommittee can be assigned very specific tasks such as program design, implementation issues, developing a calendar, writing lesson plans, etc.
- The advisory committee's information and insight on parental expectations, community expectations, and economic and employment forecasts can be a great asset to the student development program.

Strategies for Gaining and Maintaining Commitment from Members

In convening the first set of meetings, the advisory committee may want to consider the following strategies for running an effective organization:

- Involve members early in the planning process.
- Maintain team or committee structures so people continue to have input and take part in discussions, including problem solving and decision making.
- Introduce and orient members from outside the school to the school's culture.
- Allow everyone a "say" from his or her perspective.
- Have a purpose or plan of work that is agreed upon.
- Establish committee ground rules (rules of operation), including:
  - A decision-making process
  - Voting procedures
  - Conflict-resolution strategies
  - Time commitment expectations
  - Meeting procedures
- Make minutes of meetings available for review.



Standard Four - Program Resources

Staff, financial resources, and political resources appropriate to carrying out the full intent of the student development program are provided.

STAFF

Certified school counselors are the providers and managers of the student development program. The role of the school counselor should be clearly defined by job descriptions that are written for elementary, middle, and high school grades. Counseling and guidance services are delivered as part of a team approach that requires the involvement of all school staff. However, it is certified professional school counselors who provide direct services to students and are responsible for overall program direction and content. All school counselors are certified by the state.

Major job responsibilities for school counselors include:

- Implementing the student development curriculum.
- Guiding and counseling individual students and groups through the development of career and educational plans.
- Counseling small groups and individuals with problems.
- Consulting with teachers, staff, and parents regarding meeting the developmental needs of students.
- Referring students with severe problems to appropriate community agencies in consultation with their parents.
- Coordinating, conducting, or participating in activities that contribute to the effective operation of the school.
- Evaluating and revising the student development program.
- Pursuing professional growth.

FINANCIAL RESOURCES

Financial resources include budget, materials and equipment, and facilities.

BUDGET

A successful student development program requires a commitment of resources both to develop and implement the program as well as to improve the program. The school counseling team can work with the school administrator to establish a budget that adequately supports the program. The budget should be reviewed annually so the evolving goals of the advisory committee and staff can be accomplished. School procedures may determine this, but it is recommended that the counseling program budget is separate from the department's or school's administrative and testing budget. Only those items that are relevant to the current program should be included.

A budget for implementing a new program should include the following cost items:

- Meetings/workshops for counselors and teachers to develop new curricula or modify existing curricula.
- Professional development workshops on program implementation.
- Consultants, school staff, and advisory committee members meeting to plan the overall implementation and delivery system.
- Establishing an evaluation system to include student outcomes, personnel, program, and results.
- Supplies, instructional materials, printing, professional release time, travel, and consultant fees.

Administrators responsible for student development programs should have an action plan for the development of new funding and resources that can be used to implement the program. With the combination of a focus on academic and vocational

instructions and the scarcity of general revenue funds, district and school administrators responsible for student services need to schedule time to write grants, create partnerships, and seek new resources in order to build quality programs. The resource development activities should be coordinated with other efforts in the community, district, and school so those with the same mission are not competing for the same resources, unless it is according to plan.

MATERIALS AND EQUIPMENT

Listed below are suggested curriculum materials, resources, and equipment that must be available to counselors, career specialists, teachers, and students.

- Assessment materials such as interest and aptitude assessments, learning style inventories.
- Career and education guides; videos; postsecondary school catalogs; employability skills materials such as resumé writing, job seeking, interviewing; financial aid and scholarship books, software, and applications; test preparation materials; career decision-making materials; military information; and local job openings.
- Student development lesson plans (teachers and counselors).
- Equipment such as computers, VCR/TV/monitors; access to copy machine, slide projector, computer labs, etc.

FACILITIES

The student services or counseling center brings together all of the available resources, materials, and staff and makes them available to students. It forms the "heart" of all student development services. The center may be used for such activities as individual, small, and large group sessions; career exploration; and individual research and planning. In elementary schools, the center provides a place for students to explore information and services on personal growth and development. For secondary school students, the center provides information that can be used for career exploration and planning, job placement, financial aid and scholarships, postsecondary planning and registration, and issues related to personal and social concerns.

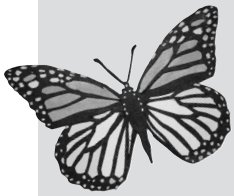
Teachers also find the resources in the center useful for program planning and implementation. Resource materials are provided, as well as the opportunity for joint curriculum planning with counselors. The counseling staff may also sponsor professional development workshops for faculty and staff.

In providing services through the student development program, it is recommended that, at a minimum, the facility should include:

- Space for individual and group counseling.
- An office equipped with locking file cabinets, telephone, and computers with Internet access.
- A career center with appropriate materials and resources and accessible during and after school hours for student and parent use.
- Adequate storage space, as well as access to equipment for training.

Many schools have an area or room designated for a career center. In planning a career center, these basic objectives should be followed:

- Provide accurate and relevant career and educational materials to include print, video, and software.
- Assist the student in researching careers suited to their interests, values, and abilities.
- Offer career assessment through testing and interest inventories.
- Provide the faculty with staff and resources to support integration of careers into the curriculum.
- Provide an avenue for parents to participate in student career and



education planning.

- Provide computer-assisted career and education information.

These objectives clearly establish the purpose of the career center, including what programs will be offered, who will have access to the center, and what materials and resources will be provided. The objectives can be used to establish a plan of action that will determine the needed staff, space, resources, programs, and equipment.

POLITICAL RESOURCES

A policy approved by the local school board is critical for the successful operation of counseling and guidance in the school district. It shows that the program has been adopted as an official program of the school. A policy represents a statement of support and provides a course of action, or guiding principles designed to influence and determine decisions concerning the program. Other political resources include pertinent state, federal, and local laws as well as professional association position statements and standards.

Example Policy Statement

Miami-Dade County Public Schools

STUDENT SERVICES PK–ADULT

Student Services is a comprehensive program that is an integral and central component of the total education program. The program is student development centered and is designed to enhance the educational, career, and personal/social development of all students. Students will be assisted in acquiring competencies in these three areas of development.

The Comprehensive Student Services Program supports the educational improvement process with a commitment to individual uniqueness, an understanding of cultural and linguistic diversity and the maximum development of human potential. The ultimate goal of the program is for students to graduate with the competencies necessary to make self-directed, realistic and responsible decisions and to be successful contributors to society.

The Bureau of Special Programs is responsible for the district-wide coordination of those student services that are provided for students, school personnel, and parents and development of an integrated student services team at each educational center. These programs and services include, but are not limited to: Guidance Programs PK-Adult, Psychological Services, Occupational/Placement Services, School Social Work Services, College Admissions Services, Peer Counseling Services, Appraisal Services, Dropout Prevention Programs, Student Educational Records, Intergroup Relations Program, Substance Education Program, Conflict Resolution Services,

Advisement Programs, and Crisis Intervention Program. Guidelines for providing student services to all students PK-Adult in the Miami-Dade County Public Schools are contained in the document, Comprehensive Student Services Program PK-Adult, which is incorporated by reference and is a part of this rule.

Board Rule – 6GX13-5D-1.091

Specific Authority: 230.22(2) F.S.
Law Implemented, Interpreted, or Made Specific: 230.03(2) F.S.

—The School Board of Miami-Dade County, Florida

Standard Five-Program Management and Support

Management and support strategies are in place for maintaining and enhancing the comprehensive student development program.

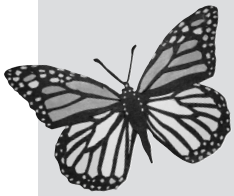
Counselors work with faculty, staff, students, parents, community members, and the district student services director to plan, implement, and evaluate a comprehensive counseling and guidance program. Counselors must be able to use a planning process to define needs and priorities and to determine appropriate objectives. Counselors must be able to organize personnel, physical resources, and activities in relation to defined needs, priorities, and objectives. They must also evaluate the program to maintain its contribution to the total educational program. The full implementation of the program requires that the school counselor work cooperatively and collaboratively with administrators, teachers, and district staff. The success of the program depends upon the extent to which all educators:

- Understand that the goals of the total educational program and those of the comprehensive student development program are congruent.
- Realize that educational professionals have distinct but interactive roles in promoting the cognitive, emotional, and social development of students; and maintain mutual respect for and understanding of the professional contributions that each brings to the school setting.

School and district administrators responsible for academic and vocational instruction also set clear expectations for how the student development program will support and work in concert with the instructional program.

The Role of the Principal

Administrative support is critical to the full implementation of the student development program. The principal, as the chief administrator of the school, is ultimately responsible for the success of school counseling programs in the building. He/She must understand and appreciate the role and function of the school counselor as defined by the school-counseling program, and provide the structure and support necessary for the school counselor to devote full-time to the program. Such support necessarily includes the provision of the adequate facilities, materials, and clerical help to allow the school counselor to use his/her specialized training and competencies in an effective manner. However, support in the form of the provision of input into program development and the facilitation of the participation of all school personnel in the program is equally critical. The principal can facilitate program improvement by providing a school atmosphere conducive to ongoing evaluation and innovation in the counseling arena.



Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families, and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, social/emotional, and career development.

—American School Counselor Association, 1997

The Role of the Teacher

Teachers play a vital role in the development and implementation of the student development program. As the professionals who have the most contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referral, teachers facilitate interaction between students and the school counselor. Teachers contribute to the student development program by helping the school counselor provide direct instruction in the areas related to the personal/social, career, and education development of students. Teachers can also reinforce and expand upon concepts presented by the school counselor to help students retain and extend their knowledge, skills, and understanding. With their support, input, and expertise, teachers make it possible for the student development program to become an integral part of the total educational program.

The Role of District Student Services Personnel

The district student services director and other student support personnel serve as facilitators, leaders, supporters, and advisors throughout the process of development, implementation, and evaluation of the student development program. They are directly responsible for the following:

- Establishing policies and procedures that will increase the likelihood of full and successful implementation of the student development program districtwide;
- Disseminating information concerning the program to district and school administrators, school board members, other school personnel, and the community;
- Coordinating professional development activities for school counselors that will support the program;
- Conducting program evaluation activities.

Standard Six - Counseling

All students and their parents/guardians have access to counseling services to assist them with problems or concerns related to academic, personal/social, and career development.

A comprehensive student development program includes services such as counseling, consultation, and referral that are available to all students and their parents/guardians. The purpose of these services is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal/social, career, and/or academic development at risk. This component is often student-initiated. School counselors:

- Counselindividualstudentsorsmall groups with their personal concerns.
- Consult with student's family, teachers, educational support staff, and community agencies regarding strategies to help students.
- Use accepted theories, techniques, and ethical practices appropriate to school counseling at different developmental stages.
- Apply knowledge of different cultures to interact effectively with all populations.
- Demonstrate knowledge of career development theories and career counseling techniques in delivery of the student development program.

Topics may include:

School based
Attendance

Attitudes and behaviors
Peer relationships
Study skills
Transferring from one school to another
Safety

Personal issues
Substance abuse
Stress
Pregnancy
Gang pressure/involvement
Harassment issues
Death of a family member or friend
Family divorce
Family abuse
Career indecision
Financial aid
Postsecondary options

Many times a counselor will intervene with students who are on the brink of choosing unhealthy or inappropriate solutions to their problems or being unable to cope with a situation. Some responses to students are remedial: interventions with students who have already made unwise choices or have not coped well with problem situations.

Counselors help parents access community mental health services for long-term counseling needs and to deal with crises such as suicide, violence, abuse, and terminal illness. These community resources may include: Mental Health Services, Employment and Training Programs, Juvenile Services, and Social Services.

In this component, as in the others, locally identified needs will dictate the priorities for problem topics and for the groups of students to be served. A comprehensive counseling and guidance program includes supplemental services for students targeted by special funding sources such as students in compensatory, gifted, migrant, exceptional student education or career and technical programs.

Parents must be involved and participate in the activities of this component to help their children overcome barriers to their educational progress. Parents can refer their children for help and work with school staff to specify their children's issues. They must also give permission for needed services including ongoing counseling.

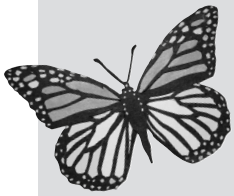
Standard Seven - Consultation

All students along with their parents/ guardians are provided opportunities to develop, monitor, and manage their educational and career plans.

These activities are usually delivered on an individual basis or by working with individuals in small groups or advisement groups. Individual or group counseling is implemented through strategies such as individual appraisal and individual advisement. Activities include interest and ability assessment, career exploration and planning, and portfolio development.

Elementary schools. Self-concept development, the acquisition of learning skills, interpersonal relationship skills development, decision-making, skill building, and beginning awareness of careers are examples of topics that are learned. These same topics are reinforced through counseling and guidance curriculum activities during middle and high school.

Middle schools. The above topics are reinforced so that students move from an awareness level to understanding and application. Students are assessed on their interests and abilities and understand that their attributes may change as they age and gain more knowledge and experiences. Students learn about goal setting and begin to make plans for high school based on their current career goals. Student plans focus on high school course selection taking into account graduation and postsecondary requirements. Counselors assist students to learn the process of career planning, decision-making, and development of career portfolios.



High schools. Plans developed in middle school are reviewed and updated annually. Many schools offer a career exploration and decision-making course in the ninth grade so that students can develop a career plan at the beginning of their high school experience. Individual counseling provides opportunities for consultation with students and their parents/guardians. Counseling and guidance curriculum activities continue to support student planning by giving emphasis to the development and use of career decision-making, goal-setting, and planning skills. The importance and relevance of basic academic and career preparation skills are emphasized. Counselors help students to understand the need to acquire job skills and a positive work attitude. Many schools employ career specialists who coordinate career development activities while working closely with counselors to assist students with their career and educational plans.

Standard Eight - Coordination

The counseling personnel coordinate counseling and guidance activities that contribute to the effective operation of the school.

The following activities are coordinated through the school counseling department:

- Interpret group test results to faculty and staff.
- Establish effective liaisons with the various instructional departments.
- Act as an advocate for groups or individual students as appropriate in conjunction with other staff.
- Assist other school staff in the provision of exceptional student educational services (including services for students identified as gifted and services for students with disabilities).
- Participate with the administration and faculty as a team member in the implementation of the student development program.

Counseling and guidance program standards, activities, and services need to be coordinated at the district and school levels with other support programs. Many times these special support programs (such as student services, comprehensive health, dropout prevention, etc.) have goals, services, activities, and outcome measures similar to those described in this Framework. For example, support programs often require the same district and school personnel to be on separate committees and teams that all provide some type of assistance and intervention. Many of the special programs require service personnel and teachers to take part in in-service programs on similar topics. The different curricula used as a part of each program require students to learn similar decision-making and social-development skills.

Standard Nine - Curriculum

A counseling and guidance program curriculum that specifies what competencies all students should master has been developed and implemented.

The content of a comprehensive counseling and guidance program includes student standards and competencies for students to achieve. Florida's Counseling and Guidance Framework is organized by domains such as academic achievement, personal/social development, career development, and community involvement. There are nine student standards and each standard includes competencies and performance indicators organized by grade level groupings (K-3, 4-5, 6-8, 9-12). The standards along with competencies and suggested indicators are outlined in Chapter Three. The competencies and indicators can be used as a guide as you decide what you want your students to know and be able to do. Please use the competencies as a starting point and delete or add those things that are relevant for local needs.

Most schools will probably have neither the time nor the resources to fully address every student standard and competency. The school staff must determine which best attend to the particular needs of the students in their school and reflect the priorities established by the school improvement team, the school counseling advisory committee, and the school staff itself.

The curriculum is delivered through structured strategies, activities, or units presented systematically through classrooms, groups, or school-wide events. The purpose of the student development curriculum is not limited to being taught in one or two subjects, but is included in as many subjects as possible. School counselors can teach, team with teachers, or support teachers with materials and classroom activities. The following nine student standards are the expectations of skills, knowledge, and attitudes that students should achieve as a result of participating in a counseling and guidance program. The chapter on scope and sequence will detail the expectations of these standards by grade level groupings.

The following standards represent expectations for students as a result of participation in the K-12 student development program.

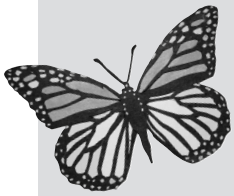
They are defined as follows:

1. **Acquire and demonstrate academic self-management for lifelong learning.** Students will learn the attitudes and behaviors that contribute to success in school and adult life. They will learn to develop habits and skills that will enable them to get the most out of schooling. This area also focuses on the connections between what they are learning in school and what their future will be like.

2. **Developcareerand educational awareness.** By achieving this competency, students will understand more about the world of work, increase their career awareness, and in the middle school years and beyond do in-depth career exploration related to personal interests, values, preferences, and abilities. Students will develop skills to plan a job search as well as obtain one. They will develop effective human relations skills to enable positive and productive work relationships.

3. **Demonstrate career-planning skills.** Students will be able to use the information they have learned about themselves and apply it to career goals. Each student will develop and maintain a career and education plan at the grade level(s) designated by the school/district plan.

Florida's Counseling and Guidance Framework is organized by domains such as academic achievement, personal/social development, career development, and community involvement.



4. **Acquireanddemonstrateself-knowledge and self-acceptance.** Students will learn more about their abilities, interests, and personal characteristics. Students learn to identify their strengths and the areas in which they need to improve so that self-acceptance is possible.

5. **Acquireanddemonstrateself-management and responsible behavior.** Students will develop a sense of personal responsibility for their behavior. It gives attention to how attitudes and perceptions can affect behavior, how feelings and behaviors are related to goals and consequences, and how behavior can be changed, if desired.

6. **Demonstrateproblem-solvingand decision-making skills.** This competency involves learning the steps for making effective decisions and solving problems. It also involves an increased awareness of the factors that influence change and decision-making as well as helpful procedures for problem solving. There is an emphasis on responsibility and individual choice.

7. **Develop interpersonal and communication skills.** Students will learn the value of developing positive interpersonal relationships and how communication skills affect the ways in which people interact with each other.

8. **Respect and value diversity.** Students will learn to value differences and uniqueness among people.

9. **Develop an awareness of community involvement.** Students will develop an awareness of themselves as responsible and productive members of their community. They learn about community service and how this leads to personal and community pride.

The following standards represent expectations for students as a result of participation in the K-12 student development program.

Academic Achievement

Academic Achievement

1. Students Will Acquire and Demonstrate Academic Self-Management for Lifelong Learning.
   - Understand and participate in a school environment.
   - Understand attitudes and behaviors related to academic achievement.
   - Formulate challenging academic goals and plans to reach them.
   - Develop effective study skills.
   - Develop effective time-management skills.

Career Development

Career Development

2. Students Will Develop Career and Educational Awareness
   - Apply knowledge of interests, abilities, preferences, and values as they relate to choosing and planning a postsecondary education and/or career path.
   - Understand the relationships between educational achievement and career planning.
   - Understand the need for positive attitudes toward work and learning.
   - Develop skills to locate, evaluate, and interpret career information.
   - Understand how changing societal needs influence the nature and structure of work.
   - Demonstrate skills to prepare to seek, obtain, maintain, and change jobs.

Career Development—continued

3. Students Will Demonstrate Career Planning Skills
   - Apply decision-making skills to career and education planning.
   - Develop skills in career planning.
   - Understand the continuous changes in male/female roles.

Personal and Social Development

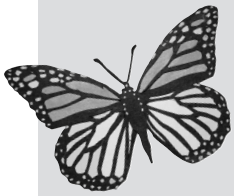
Personal/Social Development

4. Students Will Acquire and Demonstrate Self-Knowledge and Self-Acceptance.
   - Understand the influence of a positive self-concept.
5. Students Will Acquire and Demonstrate Self-Management and Responsible Behavior.
   - Understand the impact of growth and development.
   - Develop appropriate attitudes and behaviors.
   - Develop personal safety skills.
6. Students Will Demonstrate Problem-Solving and Decision-Making Skills.
   - Identify common personal and interpersonal problems.
   - Apply problem-solving/decision-making skills.
7. Students Will Develop Interpersonal and Communication Skills.
   - Demonstrate communication skills in speaking, listening, and nonverbal behavior.
   - Demonstrate skills to interact and work cooperatively in teams.
   - Identify and express thoughts and feelings.
   - Demonstrate effective skills for interacting with peers and adults.
   - Understand the effects of peer pressure.
8. Students Will Respect and Value Diversity.
   - Demonstrate respect and appreciation for individual and cultural differences.
   - Describe stereotypes and their impact on self and others.

Community Involvement

Community Involvement

9. Students Will Develop an Awareness of Community Involvement.
   - Understand and enhance the community.
   - Develop and participate in community volunteer service projects.
   - Develop a sense of community pride and citizenship.



Standard Ten: Accountability

Procedures and processes have been established to evaluate counseling and guidance personnel as well as a formal review process for the student development program.

PERSONNEL EVALUATION

School counselors and other student development personnel are evaluated on tasks required to operate the student development program.

Many districts have a standard evaluation system for instructional staff that includes counselors. To effectively evaluate counseling staff, the school counselor's job description should be written directly from the tasks required to operate the student development program. The certification and job descriptions of counseling and guidance personnel should match the counseling, consultation, curriculum, and coordination activities required by the program. Also, the methods and instructions used for performance evaluation should match the job description. Common job responsibilities of a fully certified counselor include the following areas:

- Program Management
- Guidance
- Counseling
- Consultation and referral
- Curriculum
- Coordination
- Professionalism

Counselor performance evaluation is critical to the improvement and maintenance of the student development program. A primary use of the counselor performance evaluation is to identify competencies that are strong and those that need strengthening, with the latter becoming targets for professional growth plans. A counselor's performance evaluation is based on roles and related competencies needed to implement the student development program. The evaluative instrument should be tailored to fit the local program and the designated roles and responsibilities of the counselors and other student development personnel.

As directions change for the student development program, the school district will need to examine the job descriptions of each of the program personnel: professional, paraprofessional, and clerical. These job descriptions need to be updated to reflect the priority activities and competencies required of each person delivering services. The performance evaluation procedures for these same personnel may also need to be revised so that the performance of counseling personnel is judged by the knowledge, skills, and competencies needed to perform service functions, as opposed to functions required for classroom instruction (see page 84).

PROGRAM EVALUATION

The student development program is assessed periodically using program standards as the evaluation measure.

There is a growing demand for accountability for all school programs and counseling and guidance is not excluded. Evaluation data must demonstrate that the investment of staff and funds into the program is making a difference. This also helps to fund expansion of the program.

Competency-based counseling and guidance programs provide answers to the questions "How do students benefit from counseling and guidance programs?" and "How are students different because of counseling and guidance programs?" The student is the primary client and the program is evaluated on the competencies (knowledge, skills, and attitudes) that the students acquire. An evaluation design is driven by key questions asked by stakeholders and program developers and implementers:

- Does the school district have a written comprehensive counseling and guidance program?

- Does the program meet the program standards?
- Is the program being fully implemented?
- To what extent is the program design plan and implementation strategy achieving its objectives?
- Have students become competent in the content areas?

Evaluation is a process that begins with the development of questions to be answered by the evaluation and ends with making and acting on the recommendations generated by the findings (a sample set of questions is included in the Appendices, page 61). The evaluation:

- Is based on explicitly stated standards.
- Uses data to answer the evaluation questions.
- Draws conclusions after analyzing the data and the context in which the data was gathered.
- Answers questions about the effectiveness of the whole student development program and of the individual components of the program.
- Is the basis for making decisions about future program improvements and directions.

The written program should be carefully examined and verified through documentation that it is being implemented. It becomes evident as the evaluation process unfolds if the document has been written but has not been implemented.

Counselors and administrators will use the results to make modifications to the program and to compare the implemented program with the program standards. Administrators and policy-makers will utilize the evaluation to make decisions about the content, quality, and effectiveness of the services and to allocate financial and staffing resources for the program. The evaluation results should be reported to:

- Students, parents, and teachers who have been recipients of the program.
- Counselors and others involved with the implementation of the program.
- Administrators, superintendents, school board members who have administered or set policy for the program.
- Financial or personal supporters of the program.

Chapter 3

Scope and Sequence Counseling and Guidance Program

The Scope of the Counseling and Guidance Program

The purpose of the counseling and guidance curriculum is to systematically assess students as they develop the skills they need to enhance their academic achievement, career development, personal/social development, and community involvement. The curriculum should be designed to help students acquire age-appropriate knowledge and skills within the scope of the following student standards:

1. Students will acquire and demonstrate academic self-management for lifelong learning.
2. Students will develop career and educational awareness.
3. Students will demonstrate career planning skills.
4. Students will acquire and demonstrate self-knowledge and self-acceptance.
5. Students will acquire and demonstrate self-management and responsible behavior.
6. Students will demonstrate problem-solving and decision-making skills.
7. Students will develop interpersonal and communication skills.
8. Students will respect and value diversity.
9. Students will develop an awareness of community involvement.

The Sequence of a Counseling and Guidance Program

The student standards listed above are what students should know and be able to do as a result of participation in the counseling and guidance program. The following pages show how these standards can be addressed at grades K-3, 4-5, 6-8, and 9-12. Domain, standard, competency, and indicators organize the curriculum. The indicators are sequenced by grade level groupings and are provided as examples of what the student should be able to do to master the competency. These are considered important examples but there may be other indicators you want to add. The competency chart on pages 26-27 gives you a quick glance at the age-appropriate knowledge and skills within each grade level grouping.

Standard

Standards are those statements that provide a description of what students should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the student will achieve against a particular competency or set of indicators.

Competency

A specific goal type expectation for students expected to achieve in the domains of academic, career, and personal/social development, as well as community involvement.

Indicator

A description of the specific abilities, knowledge, and skills that individuals develop to achieve a specific competency.

Age-appropriate Knowledge and Skills Indicators

Kindergarten - Third Grade

Self-Management for Lifelong Learning
- Understand and participate in a school environment.
- Awareness that attitudes and behaviors are related to academic achievement.
- Awareness of the process of goal setting.
- Awareness of effective study habits.
- Awareness of effective time-management skills.

Educational and Career Awareness
- Awareness of personal interests, abilities, and values.
- Awareness of the benefits of educational achievement.
- Awareness of the relationship between work and learning.
- Awareness of sources of career information.
- Awareness of how work relates to the needs and functions of society.
- Awareness of the importance of personal responsibility and good work habits.

Career Planning
- Awareness of the planning process.
- Awareness of different occupations and changing male/female roles.

Self-Knowledge and Self-Acceptance
- Knowledge of the importance of a positive self-concept.

Self-Management and Responsible Behavior
- Awareness of the importance of growth and change.
- Develop appropriate attitudes and behaviors.
- Develop awareness of personal safety skills.

Problem-Solving and Decision-Making Skills
- Identify common personal and interpersonal problems.
- Awareness of how to solve problems and make decisions.

Interpersonal and Communication Skills
- Demonstrate communication skills in speaking, listening, and non-verbal behavior.
- Awareness of how people in a group work together.
- Awareness of ways to express thoughts and feelings.
- Awareness of skills to interact with peers and adults.
- Awareness of peer pressure.

Respect and Value Human Diversity
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.
- Awareness of stereotypes and their impact on self and others.

Community Involvement
- Demonstrate an awareness of school and community volunteer needs.

Fourth - Fifth Grade

Self-Management for Lifelong Learning
- Understand and participate in a school environment.
- Understand attitudes and behaviors related to academic achievement.
- Formulate challenging academic goals and plans to reach them.
- Identify effective study habits.
- Identify ways to effectively manage time.

Educational and Career Awareness
- Identify personal interests, abilities, and values.
- Awareness of the benefits of educational achievement.
- Understand the relationship between work and learning.
- Develop skills to understand and use career information.
- Understand how work relates to the needs and functions of society.
- Understand the importance of personal responsibility and good work habits.

Career Planning
- Understand the career planning process.
- Awareness of different occupations and changing male/female roles.

Self-Knowledge and Self-Acceptance
- Develop a positive attitude toward self.

Self-Management and Responsible Behavior
- Awareness of the importance of growth and change.
- Demonstrate appropriate attitudes and behaviors.
- Develop personal safety skills.

Problem-Solving and Decision-Making Skills
- Identify common personal and interpersonal problems.
- Understand how to solve problems and make decisions.

Interpersonal and Communication Skills
- Demonstrate communication skills in speaking, listening, and non-verbal behavior.
- Knowledge of the skills needed for effective participation in a group.
- Identify ways to express thoughts and feelings.
- Demonstrate effective skills for interacting with peers and adults.
- Identify sources and effects of peer pressure.

Respect and Value Human Diversity
- Demonstrate knowledge and appreciation of different cultures, lifestyles, attitudes, and abilities.
- Recognize one's biases and prejudices and evaluate their impact on self and others.

Community Involvement
- Demonstrate an awareness of school and community volunteer needs.

Age-appropriate Knowledge and Skills Indicators

Sixth - Eighth Grade

Self-Management for Lifelong Learning
- Understand and participate in a school environment.
- Understand attitudes and behaviors related to academic achievement.
- Formulate challenging academic goals and plans to reach them.
- Develop effective study skills.
- Develop effective time-management skills.

Educational and Career Awareness
- Apply knowledge of personal interests, abilities, and values to planning and decision making.
- Knowledge of the benefits of educational achievement to occupational opportunities.
- Understand the relationship between work and learning.
- Develop skills to locate, understand, and use information.
- Understand how work relates to the needs and functions of the economy and society.
- Knowledge of skills necessary to seek and obtain jobs.

Career Planning
- Apply decision-making skills to career and educational planning.
- Understand the process of career planning.
- Knowledge of different occupations and changing male/female rolls.

Self-Knowledge and Self-Acceptance
- Knowledge of the influence of a positive self-concept.

Self-Management and Responsible Behavior
- Knowledge of the importance of growth and change.
- Develop appropriate attitudes and behaviors.
- Develop personal safety skills.

Problem-Solving and Decision-Making Skills
- Identify common personal and interpersonal problems.
- Apply decision-making/problem-solving skills.

Interpersonal and Communication Skills
- Demonstrate communication skills in speaking, listening, and non-verbal behavior.
- Demonstrate skills to interact and work cooperatively in teams.
- Identify and express thoughts and feelings.
- Demonstrate effective skills for interacting with peers and adults.
- Understand the effects of peer pressure.

Respect and Value Human Diversity
- Demonstrate respect and appreciation for individual and cultural differences.
- Describe stereotypes and their impact on self and others.

Community Involvement
- Understand and enhance community.
- Develop and participate in community volunteer service projects.
- Develop a sense of community pride.

Ninth - Twelfth Grade

Self-Management for Lifelong Learning
- Understand and participate in a school environment.
- Understand attitudes and behaviors related to academic achievement.
- Formulate challenging academic goals and plans to reach them.
- Develop effective study skills.
- Develop effective time-management skills.

Educational and Career Awareness
- Apply knowledge of personal interests, abilities, and values and relate to choosing and planning a postsecondary education and/or career path.
- Understand the relationships between educational achievements and career planning.
- Understand the need for positive attitudes between work and learning.
- Develop skills to locate, evaluate, and interpret career information.
- Understand how societal needs and functions influence the nature and structure of work.
- Demonstrate skills to prepare to seek, obtain, maintain, and change jobs.

Career Planning Skills
- Apply decision-making skills to career and educational planning.
- Develop skills in career planning.
- Understand the continuous changes in male/female roles.

Self-Knowledge and Self-Acceptance
- Understand the influence of a positive self-concept.

Self-Management and Responsible Behavior
- Understand the impact of growth and development.
- Develop appropriate attitudes and behaviors.
- Develop personal safety skills.

Problem-Solving and Decision-Making Skills
- Identify common personal and interpersonal problems.
- Apply decision-making/problem-solving skills.

Interpersonal and Communication Skills
- Demonstrate communication skills in speaking, listening, and non-verbal behavior.
- Demonstrate skills to interact and work cooperatively in teams.
- Identify and express thoughts and feelings.
- Demonstrate effective skills for interacting with peers and adults.
- Understand the effects of peer pressure.

Respect and Value Human Diversity
- Demonstrate respect and appreciation for individual and cultural differences.
- Describe stereotypes and their impact on self and others.

Community Involvement
- Understand and enhance community.
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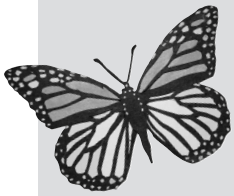


The Elementary Years

The goal of the elementary counseling and guidance program is to take a preventive, instructional approach to provide counseling and guidance activities for all children by planning the program around the competencies that elementary age children need to acquire.

Children in elementary school have begun to acquire academic and personal/social development. They are gaining new awareness of themselves as they interact with others. Students are in the process of forming basic values, attitudes, and interests that impact their education and ultimately their future careers. They begin to understand the role of work and some general knowledge of different occupations.

The counseling personnel and teachers help children develop positive attitudes toward school, take pride in their own efforts, and acquire good work habits at school. The primary goal of an effective career development program in the elementary school is to introduce children to the tasks that are important for a productive and rewarding way of life. Children should be systematically introduced to workers in their community and begin to relate family and community life, and work to the education they are receiving.

Students need to become aware of themselves, how they are special and constantly changing, and how they can use school experiences to explore and prepare for their future. If we believe that the information students first learn carries the most weight in their ultimate decisions, elementary schools must focus attention on areas such as: positive self-concept, responsible behavior, broad career awareness, decision-making skills, interpersonal and communication skills, and diversity.

To help them continue to develop in these areas, the framework describes specific, age-appropriate competencies that may be addressed through the framework of a developmental counseling and guidance program.

GRADES K-3		GRADES 4-5	
1. STANDARD – *ACADEMIC SELF-MANAGEMENT FOR LIFELONG LEARNING*		**1. STANDARD – *ACADEMIC SELF-MANAGEMENT FOR LIFELONG LEARNING***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
1.1 Understand and participate in a school environment.	• Describe school rules and why they are important. • List responsibilities in the classroom and school. • State consequences when a school rule is not followed. • Describe the facilities, procedures, and programs in the school.	1.1 Understand and participate in a school environment.	• Practice following the school rules. • Demonstrate knowledge of their responsibilities in school. • Describe the facilities, procedures, and programs in the school.
1.2 Awareness that attitudes and behaviors are related to academic achievement.	• Awareness of strengths and weaknesses as a student/learner. • Describe the skills and attitudes needed to achieve in school. • Describe the relationship between learning and effort.	1.2 Understand attitudes and behaviors related to academic achievement.	• Describe their interests and beliefs that help to motivate them in the school setting. • Describe the relationships among ability, effort, and achievement. • Describe the connection between educational planning and the world of work.
1.3 Awareness of the process of goal setting.	• Define what goals are. • State personal goals. • Identify ways they contribute to class goals. • Explain the concept of lifelong learning.	1.3 Formulate challenging academic goals and plans to reach them.	• Define and explain the importance of each of the steps in the goal setting process. • Distinguish between short, intermediate, and long-term goals. • Set short and long-term academic goals.
1.4 Awareness of effective study habits.	• Describe ways to prepare for class each day. • List the materials needed for school each day.	1.4 Identify effective study habits.	• Evaluate study habits and develop an improvement plan. • List steps involved in taking notes. • Distinguish between what is important and unimportant in written and oral information. • Maintain an assignment book. • Demonstrate responsibility for his/her own learning.
1.5 Awareness of effective time-management skills.	• Completes assignments in time allowed. • Demonstrates ability to start and finish projects.	1.5 Identify ways to effectively manage time.	• Describe effective time management skills. • Prepare a weekly schedule for study time and homework. • List 3 things to improve organizational skills. • Describe how to organize a large assignment into "chunks" of time in order to plan for how long it will take to complete.

Academic Achievement

GRADES K-3		GRADES 4-5	
2. STANDARD – *CAREER AND EDUCATIONAL AWARENESS*		**2. STANDARD – *CAREER AND EDUCATIONAL AWARENESS***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
2.1 Awareness of personal interests, abilities, and values.	• Describe those things that are important to them in school and home. • Describe their likes and dislikes. • Identify jobs they think they may be interested in doing when they grow up.	2.1. Identify personal interests, abilities, and values.	• Become aware of the process of identifying personal attributes and matching them to careers. • Describe the meaning of values and those things that are important to them in school, home, and community.
2.2 Awareness of the benefits of educational achievement.	• Describe how academic skills can be used in the home and community. • Become aware of the influence of school on all aspects of their lives. • Become aware of the skills and attitudes needed to achieve in school.	2.2 Awareness of the benefits of educational achievement.	• Describe how academic skills can be used in the home and community. • Identify personal strengths and weaknesses in subject areas. • Describe relationships among abilities, effort, and achievement. • Implement a plan of action for improving academic skills.
2.3 Awareness of the relationship between work and learning.	• Identify work roles to gain an understanding of reasons why people work. • Become aware that performance in school relates to performance in adult roles.	2.3 Understand the relationship between work and learning.	• Identify different types of work, both paid and unpaid. • Describe the importance of preparing for occupations. • Demonstrate an understanding of the importance of practice, effort, and learning. • Describe how current learning relates to work. • Describe how one's role as a student is like that of an adult worker
2.4 Awareness of sources of career information.	• Describe work of family members and workers in the school. • Describe jobs that are present in the local community. • Describe career information resources in the school and community.	2.4 Develop skills to understand and use career information.	• Describe work of family members, school personnel, and community workers. • Identify occupations according to data, people, and things. • Identify work activities of personal interest. • Describe jobs that are present in the local community. • Identify the working conditions of occupations. (e.g., inside/outside, hazardous). • Describe ways in which self–employment differs from working for others. • Describe how parents, relatives, adult friends, and neighbors can provide career information.

GRADES K-3		GRADES 4-5	
2. STANDARD – *CAREER AND EDUCATIONAL AWARENESS*		**2. STANDARD – *CAREER AND EDUCATIONAL AWARENESS***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
2.5 Awareness of how work relates to the needs and functions of society.	• List different jobs/workers and their contribution to the community.	2.5 Understand how work relates to the needs and functions of society.	• Describe how work can satisfy personal needs. • Describe the products and services of local employers. • Describe ways in which work can help overcome social and economic problems.
2.6 Awareness of the importance of personal responsibility and good work habits.	• Describe the importance of personal qualities (e.g., dependability, cooperation, punctuality, initiative, completes homework on time, attends school regularly) to school success. • Demonstrate good work habits in school (e.g., follows directions, focuses on tasks, and completes assignments). • Identify responsibilities within the school environment. • Relate how student responsibilities prepare one for responsibility in the workplace. • Display responsibility and honesty through daily assignments.	2.6 Understand the importance of personal responsibility and good work habits.	• Develop work habits (e.g., following oral and written instructions, completing assignments independently, interacting with peers in group projects, and resolving conflict in a group situation). • Relate how work habits in school transfer to occupational settings. • Display responsibility, self-management, and honesty through daily assignments.
3. STANDARD – *CAREER PLANNING SKILLS*		**3. STANDARD – *CAREER PLANNING SKILLS***	
3.1 Awareness of the planning process.	• Describe some of the planning they do at school and home. • Develop plans for specific activities.	3.1 Understand the career planning process.	• Describe skills needed in a variety of occupational groups. • Develop an individual career plan for the elementary school level.
3.2 Awareness of different occupations and changing male/female roles.	• Develop awareness that males and females can do any job. • Develop awareness that work is important to all people, males and females.	3.2 Awareness of different occupations and changing male/female roles.	• Describe how work is important to all people. • Describe the changing life roles of men and women in work and family. • Describe how contributions of individuals both inside and outside the home are important. • Describe traditional and nontraditional occupations for males and females.

GRADES K-3		GRADES 4-5	
4. STANDARD – *SELF-KNOWLEDGE AND SELF-ACCEPTANCE*		**4. STANDARD – *SELF-KNOWLEDGE AND SELF-ACCEPTANCE***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
4.1 Knowledge of the importance of a positive self-concept.	• Identify and appreciate individual characteristics (i.e., likes, dislikes, interests, abilities, skills) • Demonstrate a positive attitude about self. • Describe themselves physically.	4.1 Develop a positive attitude toward self.	• Identify personal qualities, traits, strengths, and weaknesses. • Describe positive characteristics about self as seen by self and others. • Define and discuss the meaning of self-concept. • Give examples of how they are important to themselves and others. • Describe individual beliefs and attitudes and how they contribute to their self-concept. • Describe themselves physically, emotionally, and intellectually.
5. STANDARD – *SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR*		**5. STANDARD – *SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR***	
5.1 Awareness of the importance of growth and change.	• Demonstrate awareness of their feelings in various situations. • Become aware of how they manage their feelings. • Demonstrate skills for handling emotions. • Recognize their feelings while they experience them. • Express anger appropriately. • Demonstrate healthy ways to manage conflict, stress, and emotions in self. • Demonstrate knowledge of good health habits.	5.1 Awareness of the importance of growth and change.	• Describe causes of stress. • Become aware of their feelings in different situations and how they behave as a result of those feelings. • Identify feelings associated with significant experiences. • Demonstrate self-discipline in situations where managing their feelings or behavior is difficult. • Describe techniques for handling anger and other emotions. • Describe why it is important to take care of their emotions. • Demonstrate healthy ways to manage conflict, stress, and emotions in self.
5.2 Develop appropriate attitudes and behaviors.	• Distinguish between socially appropriate and inappropriate physical, verbal, and emotional behavior. • Behave appropriately in various school settings. • Describe school/classroom rules on acceptable/unacceptable behaviors. • Use behaviors that demonstrate respect for the feelings, property, and interests of others. • Become aware of the relationship between behaviors and good/bad consequences.	5.2 Demonstrate appropriate attitudes and behaviors.	• Differentiate between socially appropriate and inappropriate physical, verbal, and emotional behavior. • Identify and demonstrate social behaviors that encourage acceptance by others. • Identify behaviors that illustrate respect for themselves and others. • Recognize that judgements are made on their behaviors and attitudes. • Describe the relationship between behaviors and good/bad consequences.

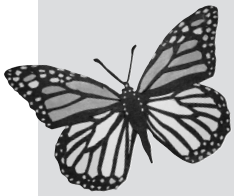
GRADES K-3		GRADES 4-5	
5. STANDARD – SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR		**5. STANDARD – SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR**	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
5.3 Develop awareness of personal safety skills.	• Identify resource people in the school and how to seek their help. • Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact). • Awareness of the difference between appropriate and inappropriate physical contact.	5.3 Develop personal safety skills.	• Identify resource people in the school and community and know how to seek their help. • Describe the emotional and physical dangers of substance use and abuse. • Awareness of the difference between appropriate and inappropriate physical contact. • Differentiate between situations requiring peer support and situations requiring adult help.
6. STANDARD – PROBLEM-SOLVING AND DECISION-MAKING SKILLS		**5. STANDARD – PROBLEM-SOLVING AND DECISION-MAKING SKILLS**	
6.1 Identify common personal and inter-personal problems.	• Define a problem in an uncomfortable situation and identify possible solutions. • Become aware that to solve problems effectively a sequential process can be used.	6.1 Identify common personal and inter-personal problems.	• Define a problem in an uncomfortable situation and identify possible solutions. • Distinguish between personal and interpersonal problems. • Analyze problems by breaking them into manageable parts.
6.2 Awareness of how to solve problems and make decisions.	• Describe the ways they make choices. • Become aware that there are consequences of their decisions and choices. • Realize the difficulty of choosing between two desirable alternatives. • Identify strategies used in solving problems.	6.2 Understand how to solve problems and make decisions.	• Define and explain the importance of each of the steps in the decision-making/problem-solving process. • Understand that there are consequences of their decisions and choices. • Identify and assess problems that interfere with attaining goals. • Apply problem-solving techniques to achieve learning goals • Describe how personal beliefs and attitudes affect decision-making.
7. STANDARD – INTERPERSONAL AND COMMUNICATION SKILLS		**7. STANDARD – INTERPERSONAL AND COMMUNICATION SKILLS**	
7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	• Become aware of the need to be a good listener. • Recognize that others may communicate differently than they do. • Listen to others and repeat their ideas. • Become aware of and accept/tolerate opinions of others in group discussions.	7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	• Follow sequence of directions both oral and written. • Demonstrate effective listening skills. • Describe constructive ways of reacting to others. • Listen to others and respect their opinions.

GRADES K-3		GRADES 4-5	
7. STANDARD – *INTERPERSONAL AND COMMUNICATION SKILLS*		**7. STANDARD – *INTERPERSONAL AND COMMUNICATION SKILLS***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
7.2 Awareness of how people in a group work together.	• Become aware of how people in a group work together. • Take part in making group rules. • Become aware of their responsibilities in the family, school, and community. • Become aware that groups have "norms" or expectations of their members. • Become aware of the skills needed for effective participation in a group.	7.2 Knowledge of the skills needed for effective participation in a group.	• Describe how people depend on each other to fulfill their needs. • Differentiate between the types of groups of which they are members. • Describe their contributions to groups in which they participate. • Demonstrate the ability to interact and work cooperatively in teams.
7.3 Awareness of ways to express thoughts and feelings.	• Describe the four basic feelings: happy, mad, sad, and fear. • Verbalize ideas, thoughts, and feelings. • Express their feelings appropriately. • Make positive statements to and about others. • Describe ways to express the need for help.	7.3 Identify ways to express thoughts and feelings.	• Express their feelings clearly and appropriately. • Demonstrate understanding that independent views can be expressed in an acceptable way. • Express feelings and opinions without offending others.
7.4 Awareness of skills to interact with peers and adults.	• Describe characteristics in themselves that enable them to be a good friend. • Acquire skills needed to cooperate, compete, and compromise with others. • Become aware of how people help each other feel good about themselves. • Describe the processes involved in making and keeping friends.	7.4 Demonstrate effective skills for interacting with peers and adults.	• Specify characteristics in others they like/dislike, and admire/do not admire. • Recognize how their actions affect others' feelings. • Demonstrate understanding of the importance of cooperation with peers and adults. • Analyze the similarities and differences between cooperation and competition. • Give examples of how to offer and accept criticism.
7.5 Awareness of peer pressure.	• Awareness of how to express their wants and needs. • Describe some things that are important to their peers.	7.5 Identify sources and effects of peer pressure.	• Define peer pressure and give examples of things they have experienced. • Use effective communications skills to manage peer pressure. • Demonstrate understanding that peer pressure influences them positively and negatively in different situations.

GRADES K-3		GRADES 4-5	
8. STANDARD – *RESPECT AND VALUE HUMAN DIVERSITY*		**8. STANDARD – *RESPECT AND VALUE HUMAN DIVERSITY***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
8.1 Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.	• Describe customs of various cultures including their own. • Recognize that there are different languages. • Identify likenesses/differences between themselves and others.	8.1 Demonstrate knowledge and appreciation of different cultures, lifestyles, attitudes, and abilities.	• Identify groups to which they belong because of their background, their family, and their heritage. • Describe differences among cultural heritages and traditions. • Respect others' cultures by referring to their culture appropriately. • Demonstrate respect for alternative points of view.
8.2 Awareness of stereotypes and their impact on self and others.	• Describe the meaning of stereotypes. • Describe examples of stereotyping that they may have experienced. • Describe prejudicial actions that they have seen.	8.2 Recognize one's biases and prejudices and evaluate their impact on self and others.	• Understand how prejudicial actions that they have seen are hurtful to individuals. • Describe stereotypes that are prevalent in society. • Describe conflicts resulting from culture-related beliefs and biases.
9. STANDARD - *COMMUNITY INVOLVEMENT*		**9. STANDARD - *COMMUNITY INVOLVEMENT***	
9.1 Demonstrate an awareness of school and community volunteer needs.	• Describe good citizenship skills. • Identify various helper roles within the classroom, school, family, and community. • Participate in group projects that benefit the community.	9.1 Demonstrate an awareness of school and community volunteer needs.	• Demonstrate good citizenship skills. • Identify various helper roles within the classroom, school, family, and community. • Participate in group projects that benefit the community. • Describe the roles and contributions of community volunteers.

Community Involvement

Personal/Social Development



The Middle School Years

Early adolescents are slowly moving from seeking and meeting adult expectations to seeking and meeting their own expectations through friendships and interactions with their peer group. As they move from the dependence of childhood to the independence that is expected of productive adults in our society, the new rights and responsibilities bring tension and disagreement between the generations of child and adult.

The most notable characteristic of the early adolescent is the physical growth that accompanies puberty. Sexual identity becomes part of the complex sorting out of childhood experiences and adult expectations as they develop their new self-identity. Individuals are usually genuinely concerned about self throughout this period and tend to be introspective and very critical of each phase of development.

Friendships become very important and tend to be through shared activities. These groupings then phase into the stage of shared identity--the seeking out of those most like the individual's self-perception. Children at this age are establishing the behaviors that will probably direct their actions for the next several years. It is important at this critical point to assist students in the formation of positive self-concepts, development of responsibility in all phases of their behavior, and an awareness of sex-role stereotyping issues. They also develop an awareness of work and how their interests and abilities help them to make tentative career choices.

The High School Years

At this stage individuals are involved in major changes in personality and social behavior. They are being influenced by parents, other family members, peers, and school. Amid the turbulence, youth must deal with a desire for greater independence and a continued need for dependence. Some begin to consider marriage and others find themselves attempting to cope with anti-social behavior, drugs, alcoholism, or unexpected parenthood. The greatest challenge during these times is the formation of a stable sense of identity.

The high school years also represent an educational turning point in the lives of youth. Some students are preparing to enter postsecondary training while others want to enter the job market without any further education. Career guidance activities are critical to help all students transition to the work world. So many things impact the choices that students make. They need to understand their options and how effort and planning can help make their dreams come true. Students need to develop competencies that will help them make the important choices they will face during high school and beyond and the skills needed as they mature in their personal and career development.

GRADES 6-8		GRADES 9-12	
1. STANDARD – *SELF-MANAGEMENT FOR LIFELONG LEARNING*		**1. STANDARD – *SELF-MANAGEMENT FOR LIFELONG LEARNING***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
1.1 Understand and participate in a school environment.	• Demonstrate an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior.	1.1 Understand and participate in a school environment.	• Demonstrate an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior.
1.2 Understand attitudes and behaviors related to academic achievement.	• Identify internal/external factors which have caused their beliefs, interests, and capabilities to change. • Explain how their attitude and behavior can positively or negatively affect their academic achievement.	1.2 Understand attitudes and behaviors related to academic achievement.	• Analyze how their beliefs, interests, and capabilities have changed and are changing. • Analyze how their feelings/attitudes change when positive/negative events occur. • Explain the relationship of a positive attitude and high school achievement. • Evaluate how their attitude and behavior affect academic achievement.
1.3 Formulate challenging academic goals and plans to reach them.	• Evaluate progress toward short-term goal attainment. • Demonstrate the ability to list priorities. • Analyze the consequences of consistently setting realistic/unrealistic goals. • Describe the importance of integrating their belief system into the goal-setting process. • Set short-term and long-term goals. • Recognize learning as a lifelong process.	1.3 Formulate challenging academic goals and plans to reach them.	• Analyze relationship of the school curriculum to one's own interests and career goals. • Evaluate how well they use a goal-setting process in setting real-life goals. • Evaluate the importance of setting realistic goals and working toward them. • Examine the relationship between school success and career options. • Value learning as a life-long process.
1.4 Develop effective study skills.	• Demonstrate effective note-taking skills. • Demonstrate effective listening skills in school courses. • Describe how study skills relate to selection and achievement in courses of study.	1.4 Develop effective study skills.	• Describe how to improve personal test-taking skills. • Demonstrate effective listening skills. • Describe how to get the most advantage out of study time. • Evaluate their study skills and how they relate to selection and achievement in courses of study.
1.5 Develop effective time management skills.	• Describe steps needed to manage time to complete a report by the due date. • Utilize and record assignments and tests in a daily planner. • Complete and turn in assignments on time. • Describe ways to improve their time-management skills.	1.5 Develop effective time management skills.	• Evaluate steps used to manage time to complete a report/project by the due date. • Utilize and record assignments and tests in a daily planner. • Explain the importance of completing and turning in homework assignments on time. • Analyze their time management skills and make plans to improve them.

Academic Achievement

GRADES 6-8		GRADES 9-12	
2. STANDARD – *CAREER AND EDUCATIONAL AWARENESS*		**2. STANDARD – *CAREER AND EDUCATIONAL AWARENESS***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
2.1 Apply knowledge of personal interests, abilities, and values to planning and decision making.	• Participate in activities that utilize career information related to personal interests, abilities, and values. • Complete interest assessment and use results to describe top three interest areas. • Match personal interests and abilities to broad career clusters or career pathways. • Identify career interests in terms of data, people, and things.	2.1 Apply knowledge of personal interests, abilities, and values and relate to choosing and planning a postsecondary education and/or career path.	• Complete interest assessment and identify top three interest areas. • Complete aptitude assessment and compare results to interest areas. • Identify five values that they consider important in making a career choice.
2.2 Knowledge of the benefits of educational achievement to occupational opportunities.	• Describe how the skills taught in school subjects are used in various occupations. • Describe the skills needed to adjust to changing occupational requirements. • Describe how continued learning enhances the ability to achieve goals. • Describe how skills relate to the selection of high school courses of study. • Describe how aptitudes and abilities relate to broad occupational groups. • Develop four-year program of study for high school (eighth grade).	2.2 Understand the relationships between educational achievements and career planning.	• Demonstrate how to apply academic and vocational skills to achieve personal and career goals. • Describe the relationship of academic and vocational skills to personal interests. • Describe how education relates to the selection of college majors, further training, and/or entry into the job market. • Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements. • Describe how learning skills are required in the workplace. • Review and refine four-year educational plans and include postsecondary education and work plans.
2.3 Understand the relationship between work and learning.	• Demonstrate effective learning habits and skills. • Demonstrate an understanding of the importance of personal skills and attitudes to job success. • Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.	2.3 Understand the need for positive attitudes toward work and learning.	• Identify the positive contributions workers make to society. • Demonstrate learning habits and skills that can be used in various educational situations. • Demonstrate positive work attitudes and behaviors.

GRADES 6-8		GRADES 9-12	
2. STANDARD – *CAREER AND EDUCATIONAL AWARENESS*		**2. STANDARD – *CAREER AND EDUCATIONAL AWARENESS***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
2.4 Develop skills to locate, understand, and use information.	• Identify various ways that occupations can be classified. • Identify a number of occupational groups for exploration. • Demonstrate skills in using school and community resources to learn about occupational groups. • Identify sources to obtain information about occupational groups, including self-employment.	2.4 Develop skills to locate, evaluate, and interpret career information.	• Describe the educational requirements of various occupations. • Demonstrate the use of a range of resources (e.g., guides, labor market information, and computerized career information delivery systems). • Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., O*Net). • Describe the concept of career ladders. • Describe the advantages and disadvantages of self-employment as a career option. • Identify individuals in selected occupations as possible information resources, role models, or mentors. • Describe the influence of change in supply and demand for workers in different occupations. • Identify how employment trends relate to education and training.
2.5 Understand how work relates to the needs and functions of the economy and society.	• Describe the importance of work to society. • Describe the relationship between work and economic and societal needs. • Describe the economic contributions workers make to society. • Describe the effects that societal, economic, and technological changes have on occupations.	2.5 Understand how societal needs and functions influence the nature and structure of work.	• Describe how changes taking place in the economy, the environment, and society affects the job market. • Describe how occupational industrial trends relate to training and employment. • Describe the effect of work on lifestyles. • Demonstrate an understanding of the global economy and how it affects each individual. • Describe the elements of labor market information and how it can be used to make career decisions.

GRADES 6-8		GRADES 9-12	
2. STANDARD – *CAREER AND EDUCATIONAL AWARENESS*		**2. STANDARD – *CAREER AND EDUCATIONAL AWARENESS***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
2.6 Knowledge of skills necessary to seek and obtain jobs.	• Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs. • Describe terms and concepts used in describing employment opportunities and conditions. • Demonstrate skills to complete a job application. • Demonstrate skills and attitudes essential for a job interview.	2.6 Demonstrate skills to prepare to seek, obtain, maintain, and change jobs.	• Demonstrate skills to locate, interpret, and use information about job openings and opportunities. • Demonstrate academic or vocational skills required for a full or part-time job. • Demonstrate skills in preparing a resume and completing job applications. • Demonstrate skills and attitudes essential for a job interview. • Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change). • Describe placement services available to make the transition from high school to civilian employment, the armed services or postsecondary education/training. • Demonstrate skills necessary to function as a consumer and manager of financial resources.
3. STANDARD – *CAREER PLANNING SKILLS*		**3. STANDARD – *CAREER PLANNING SKILLS***	
3.1 Apply decision-making skills to career and educational planning.	• Describe how career development is a continuous process with a series of choices. • Identify possible outcomes of career and educational decisions. • Describe school courses related to personal, educational, and occupational interests. • Describe how the expectations of others affect career planning. • Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals. • Identify the requirements for secondary and postsecondary programs.	3.1 Apply decision-making skills to career and educational planning.	• Demonstrate responsibility for making tentative educational and career choices. • Identify alternatives in given decision-making situations. • Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements. • Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training. • Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work. • Identify steps to apply for and secure financial assistance for postsecondary education and training.

GRADES 6-8		GRADES 9-12	
3. STANDARD – *CAREER PLANNING SKILLS*		**3. STANDARD – *CAREER PLANNING SKILLS***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
3.2 Understand the process of career planning.	• Demonstrate knowledge of exploratory processes and programs. • Identify school courses that meet tentative career goals. • Demonstrate knowledge of academic and vocational programs offered at the high school level. • Describe skills needed in a variety of occupations, including self-employment. • Identify strategies for managing personal resources (e.g., talents, time, and money) to achieve tentative career goals. • Develop an individual career plan by updating information from the elementary level plan and including tentative decisions to be implemented in high school.	3.2 Develop skills in career planning.	• Describe career plans that reflect the importance of lifelong learning. • Demonstrate knowledge of postsecondary vocational and academic programs. • Demonstrate knowledge that changes may require retraining and upgrading of employees' skills. • Describe school and community resources to explore educational and occupational choices. • Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs. • Demonstrate skills necessary to compare education and job opportunities. • Develop an individual career plan by updating information from earlier plans and including tentative decisions to be implemented after high school.
3.3 Knowledge of different occupations and changing male/female roles	• Describe advantages and disadvantages of entering nontraditional occupations. • Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.	3.3 Understand the continuous changes in male/female roles.	• Identify factors that have influenced the changing career patterns of women and men. • Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping. • Describe the advantages and problems of nontraditional occupations. • Understand that being male or female does not limit school or work opportunities.
4. STANDARD – *SELF-KNOWLEDGE AND SELF-ACCEPTANCE*		**4. STANDARD – *SELF-KNOWLEDGE AND SELF-ACCEPTANCE***	
4.1 Knowledge of the influence of a positive self-concept.	• Describe personal likes and dislikes. • Describe how their beliefs contribute to their self-concept. • Describe the way they manage school/learning as an expression of self-concept. • Identify environmental influences on attitudes, behaviors, and aptitudes.	4.1 Understand the influence of a positive self-concept.	• Identify and appreciate personal interests, abilities, and skills. • Demonstrate ability to use peer feedback. • Describe how they manage school/career as an expression of self-concept. • Demonstrate an understanding of the relationship between personal behavior and self-concept. • Demonstrate an understanding of the environmental influences on one's behavior.

Personal/Social Development

Career Development

GRADES 6-8		GRADES 9-12	
5. STANDARD – *SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR*		**5. STANDARD – *SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
5.1 Knowledge of the importance of growth and change.	• Identify internal/external causes of stress. • Demonstrate ways of responding to others when under stress. • Describe changes that occur in the physical, psychological, social, and emotional development of an individual. • Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well being. • Demonstrate knowledge of how to apply conflict resolution skills. • Demonstrate techniques for anger management.	5.1 Understand the impact of growth and development.	• Describe how developmental changes affect physical and mental health. • Describe the effect of emotional and physical health on career decisions. • Describe healthy ways of dealing with stress. • Demonstrate behavior that maintains physical and mental health. • Demonstrate effective use of anger management and conflict resolution skills.
5.2 Develop appropriate attitudes and behaviors.	• Analyze how they behave in a variety of situations. • Analyze the consequences of using appropriate/inappropriate behaviors in various environments. • Explain examples of school rules and polices that are in place to address inappropriate physical, verbal, and emotional behavior. • Recognize the need to be responsible for one's own actions. • Distinguish the relationship between feelings and behaviors. • Explain how their attitudes and behaviors can positively or negatively affect their academic achievement.	5.2 Develop appropriate attitudes and behaviors.	• Analyze the consequences of unacceptable/irresponsible behavior. • Evaluate need to be responsible for one's behavior. • Demonstrate an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior. • Explain how their attitudes and behaviors affect academic achievement.

GRADES 6-8		GRADES 9-12	
5. STANDARD – *SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR*		**5. STANDARD – *SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
5.3 Develop personal safety skills.	• Explain the relationship among rules, laws, safety, and the protection of individuals' rights. • Demonstrate the ability to assert boundaries, rights, and personal privacy. • Identify situations where personal safety may be at risk. • Describe the risks of substance use and abuse. • Describe ways to resist peer pressure to use drugs and alcohol.	5.3 Develop personal safety skills.	• Describe basic family, school, and community safety rules. • Give examples of abusive behavior. • Demonstrate ability to stand up for personal rights. • Give examples of situations that require peer support and those requiring adult professional help. • Identify resource people in the school and community and know how to seek their help. • Understand the legal implications of drug use. • Give examples of the physical and mental effects of drugs and alcohol. • Describe how drugs and alcohol can affect family relationships.
6. STANDARD – *PROBLEM-SOLVING AND DECISION-MAKING SKILLS*		**6. STANDARD – *PROBLEM-SOLVING AND DECISION-MAKING SKILLS***	
6.1 Identify common personal and interpersonal problems.	• Analyze and list the importance of each of the steps in a problem-solving process. • Increase their capacity to generate alternatives for solving problems. • Accept problems as part of the lifelong learning process.	6.1 Identify common personal and interpersonal problems.	• Formulate their own process for solving personal, interpersonal, and/or situational problems. • Evaluate their use of a problem-solving process when faced with problems. • Accept stress problems as part of the lifelong learning process.
6.2 Apply decision-making/problem-solving skills.	• Analyze the importance of each of the steps in the decision-making process. • Evaluate their skills for making decisions. • Analyze how past decisions will influence future decisions. • Accept responsibility for decisions they have made and analyze the consequences. • Demonstrate understanding of the concept of risk and risk-taking.	6.2 Apply decision-making/problem-solving skills.	• Evaluate how well they use the decision-making process when making real-life decisions. • Accept responsibility for decisions they have made. • Evaluate some personal decisions that they have made. • Demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursing educational and career goals.

GRADES 6-8		GRADES 9-12	
7. STANDARD – *INTERPERSONAL AND COMMUNICATION SKILLS*		**7. STANDARD – *INTERPERSONAL AND COMMUNICATION SKILLS***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	• Use listening and expression skills to manage peer pressure. • Evaluate how listening and expression skills help them to make decisions, set goals, and solve problems. • Explain the importance of listening in order for communication to occur. • Gives oral reports to class or other groups using all the basic communication skills.	7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	• Demonstrate effective interpersonal skills. • Demonstrate respect for alternative points of view. • Demonstrate the ability to make and keep friends. • Describe and demonstrate various forms of body language as a nonverbal behavior. • Demonstrate how to be a good listener and follow directions. • Demonstrate good written and oral communication skills. • Describe ways to overcome communication roadblocks.
7.2 Demonstrate skills to interact and work cooperatively in teams.	• Evaluate how and why people organize to satisfy basic social needs. • Analyze their strengths/limitations in functioning in a group. • Identify behaviors that help or hinder group cooperation and effectiveness. • Describe the benefits of working with a team to get a job done.	7.2 Demonstrate skills to interact and work cooperatively in teams.	• Analyze the role(s) they play in various groups. • Explain and evaluate group dynamics. • Demonstrate interpersonal skills required for working with and for others. • Evaluate their basic group affiliations.
7.3 Identify and express thoughts and feelings.	• Evaluate the effect of expressing appreciation. • Analyze their skills at interpreting their feelings to others. • Demonstrate skills to express opinions, attitudes, and beliefs in the classroom or other group settings.	7.3 Identify and express thoughts and feelings.	• Demonstrate a variety of ways to express themselves. • Interpret their feelings to others. • Demonstrate the use of assertion skills.

GRADES 6-8		GRADES 9-12	
7. STANDARD – *INTERPERSONAL AND COMMUNICATION SKILLS*		**7. STANDARD – *INTERPERSONAL AND COMMUNICATION SKILLS***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
7.4 Demonstrate effective skills for interacting with peers and adults.	• Demonstrate the ability to get along with a variety of people. • Evaluate the importance of having friendships with peers and adults. • Distinguish between the characteristics of healthy and unhealthy friendships. • Analyze the skills they have for maintaining friendships.	7.4 Demonstrate effective skills for interacting with peers and adults.	• Demonstrate appropriate responses to criticism. • Explain why they appreciate friendships and how effective friendships are maintained. • Predict how friendships will contribute to their life in the future. • Evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement. • Predict the roles(s) of relationships in their adult lives.
7.5 Understand the effects of peer pressure.	• Describe why it is important to be assertive in situations involving peer pressure. • Analyze their ability to handle responsibility and conflicts arising from peer group involvement. • Distinguish between the characteristics of healthy and unhealthy friendships.	7.5 Understand the effects of peer pressure.	• Demonstrate the use of assertion skills in peer pressure situations. • Evaluate their ability to say "no" to things they do not want to do. • Know when peer pressure is influencing a decision.
8. STANDARD – *RESPECT AND VALUE HUMAN DIVERSITY*		**8. STANDARD – *RESPECT AND VALUE HUMAN DIVERSITY***	
8.1 Demonstrate respect and appreciation for individual and cultural differences.	• Demonstrate respect for others as individuals and accept them for their cultural membership. • Demonstrate an appreciation for the similarities and differences among people. • Demonstrate respect for the feelings and beliefs of others.	8.1 Demonstrate respect and appreciation for individual and cultural differences.	• Respect alternative points of view. • Recognize, accept, and appreciate ethnic and cultural diversity. • Recognize and respect differences in various family configurations.
8.2 Describe stereotypes and their impact on self and others.	• Evaluate how stereotyping affects them and their relationships with others. • Distinguish between valid generalizations and stereotyping. • Analyze how prejudicial actions that they have seen are hurtful to individuals.	8.2 Describe stereotypes and their impact on self and others.	• Evaluate their own culture–descriptive generalizations about themselves and others. • Evaluate the impact of stereotyping. • Describe former stereotypes and how they have changed.

GRADES 6-8		GRADES 9-12	
9. STANDARD - *COMMUNITY INVOLVEMENT*		**9. STANDARD - *COMMUNITY INVOLVEMENT***	
Competency	**Competency Indicators**	**Competency**	**Competency Indicators**
9.1 Understand and enhance community.	• Describe positive strengths of a community. • Describe personal positive attitudes toward community.	9.1 Understand and enhance community.	• Describe the benefits developed from community service projects. • Describe the importance of community service to both community and volunteer.
9.2 Develop and participate in community volunteer service projects.	• Describe the personal benefits of community service. • Describe how the community benefits from volunteerism.	9.2 Develop and participate in community volunteer service projects.	• Identify student volunteer activities. • Identify a specific community need and ways that volunteers can meet that need. • Describe how skills developed by volunteering relate to paid work skills. • Choose several volunteer jobs that match their work interests.
9.3 Develop a sense of community pride.	• Discuss examples of achievements by community members that foster community pride. • List and describe in-school and out-of-school activities that build a sense of pride in the community. • List and describe concepts and skills related to good citizenship. • Identify and describe the role of specific community workers and helpers.	9.3 Develop a sense of community pride.	• List 4-5 authorized agencies for community service projects. • Describe community pride and give examples of community activities that promote pride in the community. • Explain how community workers/helpers enhance the community.

Students with Special Needs

Who are students with special needs?

Students with special needs are those who require accommodations, modifications, special assistance, and/or additional support services to succeed in their programs and successfully transition from school to adult life. Students with special needs include:

- Students who are academically disadvantaged.
- Students who are economically disadvantaged.
- Students with limited English proficiency (protected by Title VI of the Civil Rights Act).
- Students with disabilities* (guidelines provided by IDEA; protected by 504 and ADA).
- Students with disabilities** (protected by 504 and ADA).
- Students receiving gifted services.*
- Single parents.
- Single pregnant women.
- Students preparing for nontraditional training and employment.
- Students from diverse cultural backgrounds.
- Students in juvenile justice or other corrections programs.
- Students at risk of dropping out of school.
- Individuals with other barriers to educational achievement.

Acronyms

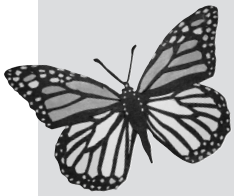
- **ADA,** *Americans with Disabilities Act*
- **DBS,** *Division of Blind Services*
- **DOE,** *Florida Department of Education*
- **EP,** *Educational Plan*
- **ESE**, *Exceptional Student Education*
- **ESL**, *English as a Second Language*
- **ESOL**, *English for Speakers of Other Languages*
- **FEEA,** *Florida Educational Equity Act*
- **IDEA**, *Individuals with Disabilities Education Act*
- **IEP,** *Individual Educational Plan*
- **LEP,** *Limited English Proficient*
- **VRS,** *Vocational Rehabilitation Services, Department of Education*

Why is it important to include ALL students in comprehensive student development programs and make special efforts to reach students with special needs?

School counselors are responsible for serving all students and helping each student

*Exceptional students as defined in Section 228.041(18), F.S., (i.e., students served in exceptional student education) include both students with disabilities and students identified as gifted. The Individuals with Disabilities Education Act of 1997 (IDEA '97) provides guidelines for programs and services for eligible students with disabilities. Students with disabilities served under IDEA are served from age 3 (by 3rd birthday) through graduation with a standard diploma, or at the student's choice, through age 21 (22nd birthday).

**There are two populations of students with disabilities. One population is students with disabilities served through exceptional student education (ESE) under the requirements of IDEA '97 (ESE students are also protected under 504 and ADA). The other population is students with disabilities protected under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) but not qualified under the Individuals with Disabilities Education Act of 19997 (IDEA '97). Section 504 of the Rehabilitation Act protects persons with disabilities in institutions receiving federal financial assistance. ADA applies to public as well as private agencies and has separate parts for pubic service, employment, facilities, communication, transportation, etc.



reach his or her goals based on individual interests, preferences, and aptitudes. All students benefit from quality comprehensive career development programs that provide the experiences students need to successfully transition to adult life as productive citizens. However, some students need extra help or special accommodations to actively participate in and benefit from career development programs. Also, some special needs students, served in special programs or classes, may not be in the "right class at the right time" (i.e., the class where the career development activities are taking place). So, it is important for school counselors to take steps to: (1) connect with special needs personnel to ensure that special needs students participate in the comprehensive student development program; and (2) define roles and responsibilities clearly so that each staff member can contribute to the program effectiveness based on his or her strengths and experiences.

School counselors need to continue to be aware of and strive to ensure that the rights of all students are respected to maximize their potential in an environment that supports and encourages growth and development of each person. School counselors have the responsibility of ensuring that the special needs of all students are met. School counselors should not recommend lesser participation for students with special needs than for any other student with similar interests and abilities.

Making connections — Who are our partners?

Students with special needs may participate in a variety of programs and be served by many different individuals. Teachers, school counselors, administrators, support personnel, families, business/industry partners, and agency staff all share responsibility for helping each student plan his or her future and make that future a reality. For a student to be successful, the many different individuals in that student's network of support must communicate and work collaboratively. This collaboration increases the likelihood that the student will actively participate in many different experiences (both on and off campus) needed to develop critical career development skills. It is important for school counselors to work closely with these partners, including, but not limited to:

- Teachers—ESE, Vocational, Academic, Dropout Prevention, Juvenile Justice, ESOL
- ESE Transition Specialists and related services personnel
- Career Specialists
- English as a Second Language (ESL) Specialists
- Juvenile Justice staff
- Vocational Rehabilitation Services Counselors
- Developmental Disabilities Program Support Coordinators
- Division of Blind Services Counselors
- Social Service and Community Agency representatives
- Workforce Development Board representatives
- Parents (required for ESE students)

What are strategies for ensuring that students with special needs are included in comprehensive student development programs?

- School district and local school policies/procedures describe how these programs will include ALL students.
- School counselors participate in in-service activities to develop skills in meeting the needs of individual students with special needs.
- School counselors work closely with partners serving students with special needs.
- A variety of career development materials and adaptive resources are used to meet the needs of students of varying reading levels, learning styles, and native languages.

- Career development materials include examples of individuals employed in nontraditional careers and are diverse in terms of gender, ethnicity, and disability.
- Staff use appropriate "person first" language in verbal and written communication/instructional materials (e.g., student with specific learning disabilities vs. a learning disabled student).
- On-campus and off-campus activities include role models representative of different ethnic groups and exceptionalities.
- Accommodations are provided to ensure that students are full participants in career development activities (including sign and language interpreters and assistive technology).
- Different teaching styles are used to match students' diverse learning styles.
- Computer-aided instruction is used to match students' learning styles.
- Activities and instruction lead students to their career goals based on their interests, aptitudes, and preferences.
- Fully accessible facilities are used for all activities.
- Relevant information and training are provided to appropriate staff (school counselors, teachers, etc.).

What are strategies for ensuring that special needs students master student development competencies?

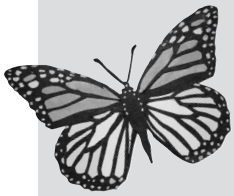
- Use a multi-sensory approach in all activities to promote active learning.
- Provide accommodations (including specially prepared materials, interpreters, assistive technology) based on individual student needs.
- Provide positive feedback for effort and accomplishments.
- Use real-life examples that are relevant to students.
- Provide opportunities for small group activities.
- Use peer tutors (peer mentors or the buddy system).
- Use cooperative learning techniques.
- Provide opportunities for practicing new skills in different situations.
- Help students feel comfortable asking others for assistance when needed.
- Use strategies to build each student's confidence and self-esteem.
- Use a variety of instructional strategies, techniques, materials.
- Provide staff development opportunities to staff who work with students with special needs.

General requirements for students in Exceptional Student Education (ESE)

Students with Disabilities

Students with disabilities in exceptional student education have a right to a free appropriate public education (FAPE) as stated in IDEA '97. Students with disabilities must have an Individual Educational Plan (IEP) developed and revised annually. The IEP documents the student's present level of education performance, which includes addressing how the student's disability affects his or her involvement in the general curriculum or age-appropriate activities, his or her strengths, and his or her priority educational needs. The IEP identifies those goals and objectives or benchmarks that will allow the student to be successful in an appropriate curriculum.* The IEP also identifies the special education and related services and supplementary aids and services that are needed for the individual student. Beginning at age 14, students with disabilities must have a Transition IEP. In

*Idea '97 states that annual goals including benchmarks or objectives must be related to meeting the student's needs that result from the disabilities to enable the student to be involved in and progress in the general curriculum.



addition to the requirements for an IEP, the Transition IEP includes components to determine what services are needed to assist the student in reaching his or her desired post-school outcome. Specifically, at age 14, the Transition IEP team must develop a statement of the student's transition service needs focusing on a course of study. At age 16, the Transition IEP team must develop a statement of the student's needed transition services including, if appropriate, interagency responsibilities and linkages. These statements must be updated annually.

Students Who Are Gifted

Students who are gifted must have either an IEP or an Educational Plan (EP). Like an IEP, an EP includes a statement of the student's present levels of performance, establishes goals and objectives, and identifies ESE services to be provided. However, an EP may be developed as a multi-year document unlike the IEP that must be reviewed annually.

Special Considerations for Students from Diverse Cultural Backgrounds

School counselors encourage and support the academic, social/emotional, and career development of all students through counseling programs within the school. They are committed to assisting all students to realize their full potential despite a student's personal barriers or challenges.

School counselors have increasingly important roles in working with special needs students, including students from diverse cultural backgrounds. Cultural diversities are important factors deserving increased awareness and understanding on the part of all school personnel. School counselors should take action to assure students of culturally diverse backgrounds access to appropriate services and opportunities that promote maximum development of the individual. School counselors have the skills necessary to: (1) consult with school personnel to identify alienating factors in attitudes and policies that impede the learning process of culturally diverse students; and (2) implement strategies to ensure a school climate that supports student success.

Related initiatives

Self-determination. Many school districts have implemented Self-determination and Self-directed IEP training for their ESE students. The purpose of this training is for ESE students to develop skills in: (1) planning for their futures; (2) making informed choices; (3) advocating for themselves; and (4) actively participating in or directing their IEP meetings. Districts reported that students who participated in this training were more actively involved in the IEP process, increasing the likelihood of a successful transition.

Effective Instructional Practices. The Effective Instructional Practices Project is designed to identify and disseminate information about resources, professional development, and research related to current and emerging effective instructional practices. The goal is to ensure quality outcomes for all students in Florida, including students with exceptionalities by providing quality staff development opportunities to all teachers who work with students with special needs.

Positive Behavioral Support. Florida's Positive Behavioral Support Project offers assistance through: (1) dissemination of information and materials; (2) flexible, individualized training activities; and (3) technical assistance consisting of consultation and on-site coaching. Assistance is provided to school districts to expedite the resolution of serious problem behavior and to build capacity of personnel using positive, assessment-based intervention approaches with students who have disabilities and significant behavior challenges.

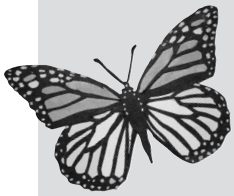
See appendix F, page 72, for Special Needs Resources.

Developing Your Counseling and Guidance Program

Florida's Counseling and Guidance Framework was developed for districts and schools to use in restructuring their school counseling and guidance programs. The Framework represents a commitment to ensure a more consistent approach to school counseling services throughout the state. Most school counselors feel that their programs need improvement but have expressed frustration because of the time it takes to plan and implement a new, improved program. They feel they are already overburdened with student caseloads, administrative tasks, and other non-guidance duties. It takes time to develop a new program while continuing to operate the current one. Administrators must allow ample time to plan the program and involve all stakeholders in its initial development.

This framework encompasses program standards that are considered nationwide to represent high quality, successful counseling and guidance programs. After evaluating the current program, priorities can be reestablished and a new program planned. As you review your existing program, identify elements that may already be in place, examine others that may need to be revised, and still others that may be missing altogether. You will note many tasks on the following pages. It is not important to complete each task sequentially; in fact, several tasks may be worked on simultaneously. Eventually, all tasks need to be completed to fully implement a comprehensive counseling and guidance program.

The program development and implementation process consists of five phases. Although these phases are listed sequentially, the planning process should be seen as flexible. You will need to go back and forth between the steps. While following this five-step process will aid in the development of a coherent and well-organized program, it is important that local needs and circumstances be identified and taken into consideration. For example, a comprehensive counseling and guidance program may be quite different in a large, urban Miami high school than in a small, rural high school in Union County. Some districts or schools may already have incorporated significant elements of a comprehensive program, while others may be just initiating the effort. Existing available resources may significantly affect the way the program is developed and implemented.



Program Development and Implementation Phases

Organize

Form committees.
Establish a commitment to action.
Develop a mission statement.

Plan

Select program goals and standards.
Assess school and student needs.
Assess the current program.
Identify desired student competencies.
Identify need versus resource gaps.
Establish priorities.

Design

Determine program content and processes.
Specify student competencies and indicators.
Identify program interventions and services.
Assign program components.
Write the plan.
Design an action plan for implementing the new program.

Implement

Initiate program components.
Provide staff development for service providers.

Evaluate

Formulate questions to be answered by evaluation.
Design the evaluation strategy.
Modify the program based on evaluation data.

Organize

Form committees.

1. An advisory committee should be established to set program goals, provide support, offer advice, assess the current program, and recommend changes to the program. This committee should be composed of administrators, counselors, teachers, career specialists, parents, and district representatives, as well as community and business leaders.

2. A counseling and guidance team should be formed to assist with the program design, implementation, and overall guidance of the process for the program. This team serves as advisors to the program in areas such as curriculum content, counseling services, program structure, and accountability.

Establish a commitment to action.

A commitment to action must be secured from those who hold positions of power and control in the district and in the school. For example, the superintendent, school board members, principal, head of the existing counseling and guidance program, and counseling staff must support the fundamental idea of change and the decisions needed to effect that change.

Develop a mission statement.

The counseling and guidance team should review the program standards, student competencies, and other information contained in this Framework to determine if they are consistent with the values of the local school community and with the perceived needs of the school and its students. Each school should develop a statement of values and mission to reflect its particular circumstances and needs.

Plan

Select program goals.

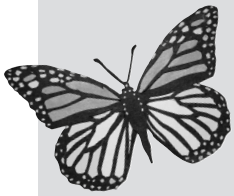
Program goals represent concrete objectives toward achieving the mission of the student development program. Goals should be meaningful and realistic, agreed to by all stakeholders, measurable, complementary, and given clear priorities.

1. A goal is meaningful if it is clear and if it strives to produce educated students. A goal is realistic if it can be feasibly achieved over time.
2. All persons who have a stake in the educational process or who will be responsible for helping to achieve the goals should be familiar with and supportive of the goals.
3. A goal is measurable if it suggests outcomes that could feasibly be measured or action steps that could be monitored to determine progress toward the goal.
4. Goals are complementary if each one contributes to the overall mission. Any goal that conflicts with others should be re-examined.
5. Because limited resources may prevent pursuing all goals simultaneously or with equal attention, clear priorities should be set among the goals.

Goals that meet these criteria are more likely to be effective in bringing about desired change.

Sample goals for counseling and guidance programs may include the following:

1. The school-board-approved counseling and guidance plan is implemented and appropriate structures and procedures are in place to maintain, enhance, and evaluate the district's guidance program.
2. Counseling and guidance program components, including an organized curriculum and a systematic plan of interventions, will be presented through both classroom and group activities in grades K-12.



3. A curriculum addressing academic achievement, career development, and personal and social development as well as community involvement will be developed. This curriculum will include standards and competencies.

4. All students will be provided opportunities to develop, monitor and manage their educational and career plans through a structured, systematic planning system.

Select program standards.

Program standards are based on the essential components of a comprehensive program that make up the structure, a delivery system of guidance activities and services, and the required resources. This Framework has identified ten standards from which a school/district can use as a checklist to develop their own programs. For planning purposes, a checklist has been included in the Appendices, page 60, to determine the status for the standards listed in the Framework.

Assess school and student needs.

Once program mission, standards, and student competencies have been established, the planning team should make an assessment of school and student needs. For example, the staff may wish to develop and implement a program with a developmental focus; however, an assessment of the school and students may reveal epidemic proportion crises in numerous areas of student needs and school environment. The assessment data will help the staff develop realistic expectations, time lines, and strategies to move the school and its students from crises to the point where it benefits from a developmentally focused program. Needs assessments with student and staff surveys also are useful for this purpose. Sample needs assessments based on the standards and competencies listed in this Framework are available in the appendices. Sample parent, student, and teacher instruments are included (see pages 75-83).

Assess the current program.

The team should review the current counseling and guidance program. Is there a need to revise? Are there portions of the program that can remain? Has any state or federal legislation been passed that will have an impact on the program? It is important to identify the needs that should be assessed. During this phase, the needs assessment instrument should be developed. Decisions need to be made about whom you are going to survey. It is suggested that students, parents, school staff, businesses, and key individuals and groups in the community be included. Counselors can help in assessing the program by writing all of their current activities. A counselor's log may be useful in the documentation of these activities and the time spent on each. The current program profile and the resource list must be carefully examined by the counseling and guidance team for it is at this state in the planning that realistic appraisals must be made of the current status and available resources in the school/district.

When a needs assessment is conducted, some formal announcement of the results and how they are going to be used should be considered. This could be in the form of a news release in the local paper or radio announcements.

Identify desired student competencies.

Review the competencies listed in this Framework, your current student development competencies, and the results from the student/parent/teacher needs assessment. The student development program should impact student knowledge, attitudes, values, and behaviors. To specify the nature of this impact, student competencies and student outcome indicators must be identified. Focusing on outcomes versus process variables allows staff to answer the question: "Is the program producing the desired results for the students?" It may be necessary to add competencies that fit the needs of your students or school. You may end up with many competencies that you know are

important but you have concerns on how to address them all. The counseling and guidance team can share their insights and perspectives to help consolidate competencies that may be duplicative or similar and then prioritize the remaining competencies.

Identify need versus resource gaps.

The data from the needs assessment and program assessment should identify gaps between what is and what could be. This data also permits an appraisal of the discrepancy between the current needs and the resources (e.g., staff, space, materials, and equipment) to address those needs. In the process, they may identify some traditional duties that should be discarded and discover new tasks and responsibilities that must be assumed.

Establish priorities.

From these first seven planning tasks, the counseling and guidance team is in a position to establish priorities from the most to least important issues to address in developing and implementing the program. The team may create a prioritizing grid that helps staff decide which desired program elements and services should be implemented first and which can wait until a later phase in development.

Design

Determine program content and processes.

The beginning phase of this process begins with the results of the needs assessment. The components of the current program, the assessment results, and this framework can be used to help structure or revise your counseling and guidance program.

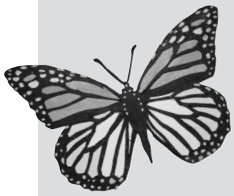
Specify student competencies and indicators.

Student competencies and indicators are included by grade level in this framework and can be used as a model.

Identify program interventions and services.

The next step in the design process identifies interventions and services that can accomplish the program goals as well as the student outcome objectives. Tying specific services and interventions to specific objectives increases the likelihood that a desired outcome will be achieved. Too often in the past, traditional guidance programs have taken a "shotgun" approach by offering many well-intentioned services to address vaguely stated or nonexistent objectives. It is not surprising that these programs were unable to evaluate the impact of their services. Careful attention to this step allows a program to maximize its impact by focusing its valuable (but typically limited) resources on a limited and predetermined set of objectives. The key here is determining to which needs or objectives the program says "yes," and to which it says "no!"

The curriculum that is delivered to students should be developmental and sequential. There are excellent lesson plan guides available commercially or developed through districts that provide classroom activities by grade level and according to student competencies and indicators.



Assign program components.

The team must establish the important program elements and assign a staff member to take the leadership for each area. It might involve a good bit of networking with teachers, parents, and community/business leaders, as well as serving as an active member of the School Advisory Cuncil (SAC) and the School Improvement Team (SIT). The planning team would assign a member of the counseling program this role and hold that person accountable for accomplishing the objectives associated with this element.

Write the plan.

Once the team has agreed upon the philosophy, mission, program goals, student competencies, services/interventions, and staff responsibilities, they should put the plan in writing. It should then be disseminated to a broad group of representative stakeholders for reactions. They can then use the results to revise and reformulate the program and maximize support and stakeholder cooperation.

Design an action plan for implementing the new program.

Finally, the counseling team should sketch out an implementation plan that specifies steps and time frames for moving from the current program to the new improved counseling program. It will probably require a three-to-five-year time frame in which to fully implement the new program. Thus, the transition plan may specify both short-term and long-term objectives and how they are to be implemented over the course of the anticipated transition time frame.

Implement

Initiate program components.

The next step is to actually install the initial program components. These should be the ones that are the most central to the program's mission, hold the greatest promise for measurable impact, and draw upon the staff's greatest strengths.

Provide staff development for service providers.

A variety of stakeholders will participate in the delivery of interventions and services. Training is critical to implementation of the new improved program. The majority of the training provided to student development personnel is focused on the counseling, assessment, coordination, and consultation competencies they need to implement program activities. Training for student development personnel should be balanced between: (1) information on policy and program procedures and (2) more comprehensive training to develop the hands-on skills. The skills being developed should be those needed to perform the functions required to reach identified student outcomes.

Training plans to support the program and personnel should be multi-year plans that take into account new program personnel and the need for experienced personnel to refresh their skills. These should not be stand-alone plans but rather are a part of the overall school district staff development plan. They are developed in partnership with local colleges and universities who have training programs related to student development.

Evaluate

Formulate questions to be answered by evaluation.

The counseling and guidance team should formulate questions for the evaluation process. These questions should relate to the overall issue of program effectiveness. At a minimum, the evaluation process should assess the design of the counseling and guidance program, the effectiveness of the services and interventions, and the competency of the personnel delivering the interventions (see page 61).

Design the evaluation strategy.

The design of the evaluation strategy should depend upon the purposes of the evaluation and the questions to be answered. For example, formative evaluations assist the staff in the continual design, development, and refinement of the comprehensive student development program. Summative evaluations address the end-point accomplishment of program goals. They provide accountability information based on the final determination of program effectiveness.

Modify the program based on evaluation data.

Evaluation data should be a feedback loop that relates back to the organizing, planning, designing, and implementing steps of program development. For example, data may reveal that some important goals are not being achieved at the level desired. The counseling program staff should carefully review these data. Committed stakeholders will then advance proposals to help attain the program goals at desired levels. Such a process keeps the program "reality based" and continually searching for ways to deliver the goals in an efficient, competent, and satisfactory fashion.

References

The following references were used in development of *Florida's Counseling and Guidance Framework:*

Florida Department of Education, *Florida's Student Development Program: A Framework for Developing Comprehensive Guidance and Counseling Programs for a School-to-Work System,* (1995).

National Consortium for State Guidance Leadership, *A National Framework for State Programs of Guidance and Counseling,* (2000).

National Consortium for State Guidance Leadership, *A State Guidance Leadership Implementation and Resource Guide,* (2000).

National Occupational Information Coordinating Committee, *The National Career Development Guidelines.*

Sharon K. Johnson and Edwin A. Whitfield, *Evaluating Guidance Programs,* (1991).

Utah Department of Education, *Utah Model for Comprehensive Counseling and Guidance,* (1998).

South Dakota Department of Education, *South Dakota Comprehensive Guidance and Counseling Program Model,* (2001).

Texas Education Agency, *The Comprehensive Guidance Program for Texas Public School, A Guide for Program Development Pre-K-12th Grade,* (1997).

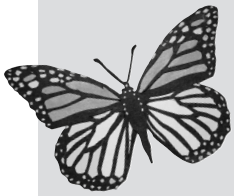
America School Counselor Association, *National Standards for School Counseling Programs,* (1997).

Leon County Schools Comprehensive Guidance Program.

Pasco County Schools Developmental Guidance Program.

Miami-Dade County Guidance and Counseling Program.

Georgia Department of Education, *A Framework for Asset Building Standards in Guidance and Counseling Curriculum,* (2000).



Appendix B

Program Standards Checklist

Standard	Current Status	What needs to be done	Who	When
1. **Mission Statement** – A mission statement for the counseling and guidance program has been developed.				
2. **Rationale/Philosophy** – A rationale/ philosophy for the counseling and guidance program has been developed.				
3. **Advisory Committee** – An advisory committee for the counseling and guidance program has been established and is active.				
4. **Program Resources** – Staff, financial resources, and political resources appropriate to carrying out the full intent of the counseling and guidance program are provided.				
5. **Management and Support** – Management and support strategies are in place for maintaining and enhancing the comprehensive counseling and guidance program.				
6. **Counseling** – All students, along with their parents/guardians are provided opportunities to develop, monitor, and manage their educational and career plans.				
7. **Consultation** – All students and their parents/guardians have access to services to assist them with problems or concerns related to academic, personal/social, or career development.				
8. **Coordination** – Coordinate activities that contribute to the effective operation of the school.				
9. **Curriculum** – Counseling and guidance program curriculum that specifies what competencies all students should master has been developed and implemented.				
10. **Accountability** – School counselors and other personnel with guidance responsibilities are supervised and evaluated based on their job descriptions derived directly from the counseling and guidance program. The counseling and guidance program has been established and utilizes a formal program review process.				

Formative Evaluation Questions

This is a list of suggested questions to help you evaluate your counseling and guidance program.

1. Mission

a. Is the mission still appropriate or will it be revised?

2. Student Standards and Competencies

a. Does the program address all of the standards and competencies?

b. Does the program deliver these as specified in the sequence of delivery?

3. Program Processes

a. Were the activities for each competency conducted?

b. Were they provided to all intended participants?

c. Were they delivered as scheduled?

d. Were there problems in delivery of specific activities?

e. Are there suggested improvements for specific activities?

4. Program Structure

Coordination

a. Did the program director carry out his or her responsibilities?

b. Did he or she have adequate time to coordinate the program?

c. What problems did he or she have in coordinating the program?

Staffing

a. Did each program staff member carry out his or her responsibilities?

b. Did he or she have adequate time to complete these responsibilities?

c. What problems did staff encounter in delivering the program?

Facilities

a. Was adequate and appropriate physical space provided for the program? If not, what improvement is needed?

b. Was adequate equipment provided for the program? If not, what additional materials are needed?

c. Were necessary materials provided for the program? If not, what additional materials are needed?

d. Were necessary supplies provided for the program? If not, what additional supplies are needed?

Financial Resources

a. Were adequate financial resources provided for the program? What additional financial resources are needed?

Program Management and Support

a. Were the tasks specified on the management plan completed as scheduled?

b. Was the program coordinated with other programs? Was there any coordination problems? How might coordination be improved?

c. Were the measures developed for each of the standards? Were they administered on schedule?

d. Was a summary report of individual and group attainment of standards and competencies developed?

e. What public relations activities were conducted? What additional activities might be conducted?

f. Were staff development needs assessed? Were individual and group staff development plans developed? Did staff receive adequate orientation to the revised program? Did they receive other staff development experiences? What additional staff development needs have been identified?

g. Has a plan been developed to support coordination with other agencies and/or postsecondary educational institutions? Has the plan been implemented?

Political Resources

a. Has the written program been approved by the district school board?

b. Is a policy statement in place?

Leon County Schools
Functions and Responsibilities
Middle School Counselor

Primary Functions

As a member of the guidance department staff, a counselor is to provide a comprehensive guidance program for students in the middle school grades. The counselor provides activities to meet the needs of the students; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and provides support to other middle school educational programs.

Major Job Responsibilities:

1. Implement the middle school guidance curriculum.
2. Guide and counsel groups and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community agencies in consultation with their parents.
6. Participate in, coordinate, or conduct activities that contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties:

1. **Implement the middle guidance curriculum:** conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and/or be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.
2. **Guide and counsel groups and individual students through the development of educational and career plans:** provide orientation activities for students new to the school; participate in orientation programs for parents and students; assist students in transition from middle school to high school; inform students and their parents of test results and their implications for educational planning; and provide resources and information to assist in career awareness and career exploration activities.
3. **Counsel small groups and individual students with problems:** Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students.
4. **Consult with teachers, staff, and parents regarding meeting the developmental needs of students:** Participate in staffings; conduct inservice programs for faculty; conduct meetings to facilitate differences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

5. **Refer students with severe problems to appropriate community agencies in consultation with their parents:** Consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators and community-based psychologists, service agencies, and physicians.
6. **Coordinate, conduct, or participate in activities which contribute to the effective operation of the school:** Interpret group test results to faculty and staff; establish effective liaisons with all grade levels; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; and participate with the administration and faculty as a team member in the implementation of the district testing program.
7. **Evaluate and revise the building guidance program:** Review periodically with staff and administration the guidance program using the program evaluation instrument as outlined in the Evaluation section; review and modify the program calendar and evaluate guidance learning activities.
8. **Pursue professional growth:** Attend state and local staff development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; and take postgraduate courses.

Aligning Student Services with Florida's Eight Education Goals

Simply being in school carries no guarantee that a student will learn. For learning to take place, students need to feel safe, they need interested parents who are involved in their education, and they need support and encouragement while at school. These are, of course, in addition to effective classroom instruction. Helping to support learning for all children are student services professionals: school counselors, school nurses, school social workers, and school psychologists. The support services and programs they provide are critical to Florida's Eight State Education Goals. Listed below is each of the state goals along with examples of ways in which student services provide direct or indirect involvement with each goal.

GOAL 1: Readiness to Start School

Student services professionals provide the following services and programs to prepare children and families for children 's success in school:

- Assisting students in adjusting to school.
- Reviewing health records (history of immunizations, medications).
- Coordinating and offering screenings (vision, hearing, scoliosis).
- Providing referral services to in-school and community programs.
- Offering prevention counseling and education.
- Assessing children with learning and developmental delays to determine individual needs for specialized educational interventions.
- Helping with social skills development.

GOAL 2: Graduation Rate and Readiness for Postsecondary Education and Employment

Student services engage in the following activities to support students in graduating and being prepared to enter the workforce and postsecondary education:

- Providing students and parents with information about postsecondary schools, financial aid, and scholarships.
- Using assessment data to assist students with postsecondary education planning.
- Providing career mentoring opportunities.
- Responding to academic, career, personal, and social concerns of students.
- Developing social assessments when appropriate for at-risk students.

GOAL 3: Student Performance

Student services professionals are available to assist students in acquiring the knowledge, skills, and competencies needed to master state standards, successfully compete at the highest levels nationally and internationally, and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions. This is done by:

- Facilitating communication through parent/student/staff conferences.

- Incorporating problem identification and solution-focused teaming at schools.
- Implementing academic improvement programs such as peer and cross-age tutoring, mentoring, acquiring study and test-taking skills.
- Using assessment to identify strengths and weaknesses for academic improvement plans (AIP), individual educational plans (IEP), and remedial activities.
- Implementing progress-monitoring strategies.
- Consulting with schools and offering prevention and intervention strategies.
- Promoting and protecting the health status of children through health assessments, screenings, and referrals as appropriate.

GOAL 4: Learning Environment

Student services staff assist School District Boards in providing a learning environment conducive to teaching and learning, in which education programs are based on student performance data, and which strive to eliminate achievement gaps by improving learning for all students by:

- Consulting with teachers, administrators, and other relevant individuals about students who are experiencing behavioral and learning problems.
- Providing staff development activities on assessment, learning styles, and student test-taking skills.
- Providing social skills development strategies to teachers; teaching anger management, conflict resolution, and social skills to students.
- Investigating attendance problems and providing follow-up services.

GOAL 5: School Safety and Environment

Student services professionals actively support communities and schools in providing an environment that is drug-free and protects students' health, safety, and civil rights through:

- Promoting safe and healthy environments for students and staff.
- Facilitating and contributing to the development of school-wide discipline plans.
- Providing crisis prevention and intervention services.
- Helping students develop responsibility for their behavior.
- Supporting character education through classroom instruction and small group activities.
- Helping students enhance their problem-solving skills.
- Enhancing students' self-esteem.

GOAL 6: Teachers and Staff

Student services staff support the collaboration between schools, districts, colleges of education, other postsecondary institutions, and state agencies to provide professional teachers and staff who possess the competencies and demonstrate the performance needed to maximize learning among all students. This is seen through:

- Actively participating in the development of the academic curriculum and selections of special programs for the school and the district.
- Collaborating with teachers and others on learning, social, emotional, and behavioral problems.

- Planning, conducting, and participating in staff development for personnel involved in Exceptional Student Education.
- Mentoring interns and new hires in the student services professions.
- Providing health education for teachers, staff, and administrators.
- Sharing with colleagues and other educators relevant research and resources from the counseling, social work, psychology, and nursing professions.

GOAL 7: Adult Literacy

Student services professionals advocate adult literacy for all Floridians and for all to have the knowledge and skills needed to compete in a global economy, prepare children for success in school, and exercise the rights and responsibilities of citizenship. This is accomplished by:

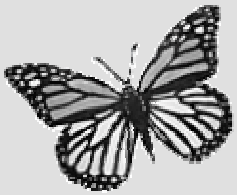
- Providing parents with information about local adult/community education programs and community/state resources.
- Consulting with parents in the English for Speakers of Other Languages Program (ESOL).
- Assisting in removing barriers to the personal advancement of adults in the community.

GOAL 8: Parental, Family, and Community Involvement

Student services professionals actively support communities, school boards, and schools in providing opportunities for involving parents, families, guardians, and other community stakeholders by:

- Coordinating with school and community personnel to bring together resources for students.
- Presenting programs to school advisory councils that highlight the benefits accruing to students through student support services.
- Providing case management services to students and families in the community.
- Identifying and exploring students' needs as they are related to the school, home, and community.
- Collaborating with multi-agency coordinating councils as collaborative partners in achieving school improvement and education accountability.

—Developed by Student Support Services Project.



Appendix F

Websites

The following websites can provide valuable information as you help your students to develop career and education plans as well as other sites that can provide information useful for your school counseling program.

Interest and Ability Assessments:

The Career Key	http://www.careerkey.org/english/
My Future	http://www.myfuture.com/
Traditional IQ Tests on the WWW	http://www.2h.com/iq-tests.html

Personality Assessments:

The Keirsey Temperament Sorter	http://keirsey.com/
Personality I.D.	http://www.crown.org/tools/Personality.asp
Behavioral Style Survey	http://www.platinumrule.com/surveyi.html

Career Resources:

The Occupational Outlook Quarterly On-line	http://stats.bls.gov/opub/ooq/ooqhome.htm
Bureau of Labor Statistics Home Page	http://stats.bls.gov/
Teacher's Guide to the Bureau of Labor Statistics Career Information	http://stats.bls.gov/k12/html/edu_tch.htm
America's Career InfoNet	http://www.acinet.org/acinet
What Can I Do With A Major In . . . ?	http://www.uncwil.edu/stuaff/career/Majors/

College Search Sites:

C3	http://www.c3apply.org/index.html
Yahoo's College Search	http://features.yahoo.com/college/search.html
Peterson's CollegeQuest	http://www.petersons.com/
CollegeNet	http://www.collegenet.com

Employment Sites:

America's Job Bank	http://www.ajb.dni.us/
HotJobs.com	http://www.hotjobs.com/
CareerBuilder Network	http://www.headhunter.net
The Chronicle of Higher Education	http://chronicle.com/
Monster.Com	http://www.monster.com/
Career Magazine	http://www.careermag.com/

Job Seeking Tips (Resume Writing, Interviewing, etc.):

The following sites provide tips on basic job seeking skills including advice on writing effective resumes and cover letters, sample resumes, and interviewing job negotiation tips:

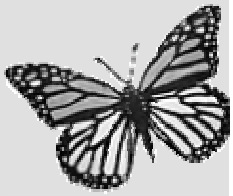
College Grad Job Hunter	http://www.collegegrad.com/
10 Minute Resume	http://www.10minuteresume.com/
The Resume Shop	http://www.cyber-north.com/resume/

Comprehensive General Advice Sites:

The Job Hunter's Bible (What Color is Your Parachute)	http://www.jobhuntersbible.com/
Fortune Magazine Career Resource	http://www.fortune.com/fortune/careers
The Riley Guide	http://www.rileyguide.com

Internet Search Engine Career Planning Sites:

Yahoo Career Resource Directory	http://dir.yahoo.com/Business_and_Economy/Employment_and_Work/
Excite Career Planning Directory	http://careers.excite.com/
Lycos Career Directory	http://www.lycos.monster.com



Appendix F

Financial Aid Information:

Florida Office of Student Financial Assistance	http://www.firn.edu/doe/bin00065/home0065.htm
Fast Web	http://www.fastweb.com
U.S. Government Grants and Loans	http://www.fedmoney.org
U.S. Department of Education	http://www.ed.gov/finaid.html
U.S. Department of Education Student Guide	http://studentaid.ed.gov/students/publications/student_guide/index.html
SallieMae Student Financial Aid	http://www.salliemae.com/
College Xpress	http://apps.absolutelyscholarships.com/exec/scholarship
Florida Bright Futures Scholarship Program	http://www.firn.edu/doe/bin00072/home0072.htm
Education Assistance Corporation	http://www2.eac-easci.org/welcome.shtml

Other Internet Resources: Education – General

Education Links	http://www.uen.org/
Education World	http://www.education-world.com
Florida Academic Counseling and Tracking for Students	http://www.facts.org/

Government Resources

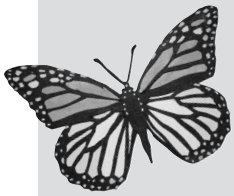
US Department of Education	http://www.ed.gov
US Department of Labor	http://www.dol.gov
US Department of Labor, Employment and Training	http://www.doleta.gov
O*Net	http://www.doleta.gov/programs/onet
Bureau of Labor Statistics	http://www.bls.gov
US Census Bureau	http://www.census.gov
Occupational Outlook Handbook	http://www.bls.gov/oco/home.htm
Florida Labor Market Statistics	http://www.labormarketinfo.com/

Specific Populations

ADA/Rehab. ACT	http://icdi.wvu.edu/
Women's Educational Equity Act (WEEA) Equity Resource Center	http://www.edc.org/WomensEquity

Professional Associations and Other Sites of Importance

Florida Association for Career and Technical Education	http://www.facte.org
Florida Counseling Association	http://www.flacounseling.org
US Army Recruiting Command	http://www.goarmy.com/
ERIC/ACVE	http://www.ericacve.org/
Center on Education & Training for Employment	http://www.cete.org/publications.asp
National Career Development Association	http://ncda.org/
American School Counselor Association	http://www.schoolcounselor.org/
American Association of Community Colleges	http://www.aacc.nche.edu/
American Society for Training and Development	http://www.astd.org/
Association for Career and Technical Education	http://www.acteonline.org
Association for Supervision and Curriculum Development	http://www.ascd.org



Appendix G

Special Needs Resources

Documents

- *Dare to Dream Revised: A Guide to Planning Your Future* (Florida Department of Education, 1999)
- *Dare to Dream Juvenile Justice: A Guide to Planning Your Future for Students in the Juvenile Justice System* (Florida Department of Education, 1999)
- Self-determination curriculum materials, such as
  - *Take Action: Making Goals Happen* (Sopris West)
  - *The Arc's Self-Determination Scale* (The Arc's Publications Desk)
  - *Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve their Goals*, 1996, Sharon Field and Alan Hoffman (Pro-ed)
  - *The Self-Advocacy Strategy for Education and Transition Planning,* 1994, Anthony K. Van Reusen, Candace S. Bos, Jean B. Schumaker, and Donald D. Deschler (Edge Enterprises, Inc.)
  - *Choosing Employment Goals,* Choicemaker Instructional Series, 1997, Laura Huber Marshall, James E. Martin, Laurie Maxson, and Patty Jerman (Sopris West)
  - *Self-Directed IEP*, Choicemaker Instructional Series, 1997, James E. Martin, Laura Huber Marshall, Laurie Maxson, and Patty Jerman (Sopris West)
  - *Choosing Education Goals*, Choicemaker Instructional Series, 1999, Laura Huber Marshall, James E. Martin, Patty Jerman, Wanda Hughes, and Laurie Maxson (Sopris West)
  - *Choosing Personal Goals*, Choicemaker Instructional Series, 1999, Laura Huber Marshall, James E. Martin, Patty Jerman, Wanda Hughes, and Laurie Maxson (Sopris West)
  - *Take Action: Making Goals Happen*, Choicemaker Instructional Series, 1999, Laura Huber Marshall, James E. Martin, Laurie Maxson, Wanda Hughes, Terry Miller, Toria McGill, and Patty Jerman (Sopris West)
- *Developing Quality Individual Educational Plans: A Guide for Instructional Personnel and Families*, revised 2000 (Florida Department of Education)
- *Developing Transition Individual Educational Plans* (Florida Department of Education, under development)
- *Postsecondary Programs and Support Services: A Guide for Students with Disabilities* (Florida Department of Education, under development)
- *SIMPLY Careers* (an ESE/career planning document, Florida Department of Education, under development)
- *Accommodations, Assisting Students with Disabilities: A Guide for Educators*, 1999 (Florida Department of Education)
- *Transition to Postsecondary Education: Strategies for Students with Disabilities*, 2000 (Kristine Wiest Webb, Pro-ed)

- *Florida Course Descriptions, Exceptional Student Education, Grades 9-12, 1999 Revisions, Suggested Course Performance Objectives* (Florida Department of Education)
  - #7980110, Career Preparation
  - #7980120, Career Experiences
  - #7980130, Career Placement
- The CHOICES Series for Teenage Girls, 1984-present, (Mindy Bingham, et. al., Advocacy Press)

Web Sites

- Division of Workforce Development, Bureau of Program Planning and Development, Special Needs

  http://www.firn.edu/doe/bin00029/spec_nds.htm
- Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services

  http://www.firn.edu/doe/commhome
- The Transition Center at the University of Florida

  http://www.thetransitioncenter.org
- The Transition to Independence Process (Project)

  http://www.fmhi.usf.edu/cfs/policy/tip

Product Information

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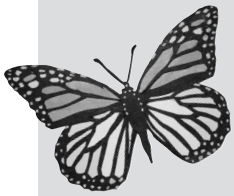


Appendix H

Counselor Certification

Specialization Requirements for Certification in Counseling and Guidance (Grades PK-12), Specialty Class Beginning July 1, 1990.

1. **Plan One**. A master's or higher degree with a graduate major in counseling and guidance or counselor education which includes three (3) semester hours in a supervised counseling practice in an elementary or secondary school,

OR

2. **Plan Two**. A master's or higher degree with thirty (30) semester hours of graduate credit in counseling and guidance to include the areas specified below:

   (a) Three (3) semester hours in principles, philosophy, organization and administration of guidance,

   (b) Three (3) semester hours in student appraisal including administration and interpretation of standardized test,

   (c) Three (3) semester hours in education and career development information practices and systems,

   (d) Three (3) semester hours in learning, personality theory, and human development,

   (e) Three (3) semester hours in counseling theories and individual counseling techniques,

   (f) Three (3) semester hours in group counseling guidance techniques,

   (g) Three (3) semester hours in consultation skills and techniques for conferring with groups such as agencies, teachers, and parents,

   (h) Three (3) semester hours in legal, ethical, and current issues affecting school counselors,

   (i) Three (3) semester hours in specialized counseling techniques for use with elementary or secondary level special populations such as exceptional students, dropouts, and minorities, and

   (j) Three (3) semester hours in a supervised counseling practicum in an elementary or secondary school.

3. This rule shall take effect July 1, 1990.

NOTE: This is an excerpt covering specialization requirements only. Other requirements which must be completed for the Professional Certificate are specified in Rules 6A-4.001 through 6A-4.006, FAC.

Parent Survey

Instructions: This survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each standard and circle your response for each competency on the 1-4 scale provided.

1 - Disagree 2 -Tend to Disagree 3 -Tend to Agree 4 - Agree

Academic Achievement

Standard 1. Students will acquire and demonstrate academic self-management for life-long learning.

1.1 Students need help to understand and participate in a school environment.
1 2 3 4

1.2 Students need help to understand that attitudes and behaviors are related to academic achievement. 1 2 3 4

1.3 Students need help to formulate challenging academic goals and plans to reach them.
1 2 3 4

1.4 Students need help to develop effective study skills.
1 2 3 4

1.5 Students need help to develop effective time-management skills.
1 2 3 4

Career Development

Standard 2. Students will develop career and educational awareness.

2.1 Students need help to understand personal interests, abilities, and values as they relate to planning a postsecondary education and/or career path.
1 2 3 4

2.2 Students need help to understand the relationship between educational achievements and career planning. 1 2 3 4

2.3 Students need help to understand the positive attitudes between work and learning.
1 2 3 4

2.4 Students need help to develop skills to locate, evaluate, and interpret career information. 1 2 3 4

2.5 Students need help to understand how societal needs and functions influence the nature and structure of work. 1 2 3 4

2.6 Students need help to demonstrate skills to prepare for, seek, obtain, maintain, and change jobs. 1 2 3 4

Standard 3. Students will demonstrate career-planning skills.

3.1 Students need help to apply decision-making skills to career and educational planning.
1 2 3 4

Academic Achievement

Appendix I

Career Development

Personal/Social Development

3.2 Students need help to develop skills in career planning.
1 2 3 4

3.3 Students need help to understand the continuous changes in male/female roles.
1 2 3 4

Personal and Social Development

Standard 4. Students will develop self-knowledge and self-acceptance.

4.1 Students need help to understand the influence of a positive self-concept.
1 2 3 4

Standard 5. Students will acquire and demonstrate self-management and responsible behavior.

5.1 Students need help to understand the impact of growth and development.
1 2 3 4

5.2 Students need help to develop appropriate attitudes and behaviors.
1 2 3 4

5.3 Students need help to develop personal safety skills.
1 2 3 4

Standard 6. Students will acquire and demonstrate problem-solving and decision-making skills.

6.1 Students need help to identify common personal and interpersonal problems.
1 2 3 4

6.2 Students need help to apply decision-making/problem-solving skills.
1 2 3 4

Standard 7. Students will acquire and demonstrate interpersonal and communication skills.

7.1 Students need help to demonstrate communication skills in speaking, listening, and nonverbal behavior. 1 2 3 4

7.2 Students need help to demonstrate skills to interact and work cooperatively in teams.
1 2 3 4

7.3 Students need help to identify and express thoughts and feelings.
1 2 3 4

7.4 Students need help to demonstrate effective skills for interacting with peers and adults.
1 2 3 4

7.5 Students need help to understand the effects of peer pressure.
1 2 3 4

Standard 8. Students will develop respect and value human diversity.

8.1 Students need help to demonstrate respect and appreciation for individual and cultural differences. 1 2 3 4

8.2 Students need help to describe stereotypes and their impact on self and others.
1 2 3 4

Community Involvement

Standard 9. Students will develop an awareness of community involvement.

9.1 Students need help to understand and enhance the community.
1 2 3 4

9.2 Students need help to develop and participate in community volunteer service projects.
1 2 3 4

9.3 Students need help to develop a sense of community pride.
1 2 3 4

Academic Achievement

Student Survey

Your grade this year _____ Your sex: M ❑ F ❑

Instructions: This survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each standard and circle your response for each competency on the 1-4 scale provided.

1 - Disagree 2 -Tend to Disagree 3 -Tend to Agree 4 - Agree

Academic Achievement

Standard 1. Students will acquire and demonstrate academic self-management for lifelong learning.

1.1 I need help to understand and participate in a school environment.
1 2 3 4

1.2 I need help to understand that attitudes and behaviors relate to academic achievement.
1 2 3 4

1.3 I need help to formulate challenging academic goals and plans to reach them.
1 2 3 4

1.4 I need help to develop effective study skills.
1 2 3 4

1.5 I need help to develop effective time-management skills.
1 2 3 4

Career Development

Career Development

Standard 2. Students will develop career and educational awareness.

2.1 I need help to understand personal interests, abilities, and values as they relate to planning a postsecondary education and/or career path.
1 2 3 4

2.2 I need help to understand the relationship between educational achievements and career planning. 1 2 3 4

2.3 I need help to understand the positive attitudes between work and learning.
1 2 3 4

2.4 I need help to develop skills to locate, evaluate, and interpret career information.
1 2 3 4

2.5 I need help to understand how societal needs and functions influence the nature and structure of work. 1 2 3 4

2.6 I need help to demonstrate skills to prepare for, seek, obtain, maintain, and change jobs. 1 2 3 4

Standard 3. Students will demonstrate career-planning skills.

3.1 I need help to apply decision-making skills to career and educational planning.
1 2 3 4

3.2 I need help to develop skills in career planning.
1 2 3 4

3.3 I need help to understand the continuous changes in male/female roles.
1 2 3 4

Personal and Social Development

Standard 4. Students will develop self-knowledge and self-acceptance.

4.1 I need help to understand the influence of a positive self-concept.
1 2 3 4

Standard 5. Students will acquire and demonstrate self-management and responsible behavior.

5.1 I need help to understand the impact of growth and development.
1 2 3 4

5.2 I need help to develop appropriate attitudes and behaviors.
1 2 3 4

5.3 I need help to develop personal safety skills.
1 2 3 4

Standard 6. Students will acquire and demonstrate problem-solving and decision-making skills.

6.1 I need help to identify common personal and interpersonal problems.
1 2 3 4

6.2 I need help to apply decision-making/problem-solving skills.
1 2 3 4

Standard 7. Students will acquire and demonstrate interpersonal and communication skills.

7.1 I need help to demonstrate communication skills in speaking, listening, and nonverbal behavior. 1 2 3 4

7.2 I need help to demonstrate skills to interact and work cooperatively in teams.
1 2 3 4

7.3 I need help to identify and express thoughts and feelings.
1 2 3 4

7.4 I need help to demonstrate effective skills for interacting with peers and adults.
1 2 3 4

7.5 I need help to understand the effects of peer pressure.

1 2 3 4

Standard 8. Students will develop respect and value human diversity.

8.1 I need help to demonstrate respect and appreciation for individual and cultural differences. 1 2 3 4

8.2 I need help to describe stereotypes and their impact on self and others.

1 2 3 4

Community Involvement

Appendix J

Community Involvement

Standard 9. Students will develop an awareness of community involvement.

9.1 I need help to understand and enhance the community.

1 2 3 4

9.2 I need help to develop and participate in community volunteer service projects.

1 2 3 4

9.3 I need help to develop a sense of community pride.

1 2 3 4

Staff/Teacher Survey

Instructions: This survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each standard and circle your response for each competency on the 1-4 scale provided.

Position: ☐ Teacher Area of Specialization _____

☐ Counselor ☐ Administrator

☐ Department Head ☐ Other Specify _____

1 - Disagree 2 -Tend to Disagree 3 -Tend to Agree 4 - Agree

Academic Achievement

Academic Achievement

Standard 1. Students will acquire and demonstrate academic self-management for lifelong learning.

1.1 Students need help to understand and participate in a school environment.
1 2 3 4

1.2 Students need help to understand that attitudes and behaviors are related to academic achievement. 1 2 3 4

1.3 Students need help to formulate challenging academic goals and plans to reach them.
1 2 3 4

1.4 Students need help to develop effective study skills.
1 2 3 4

1.5 Students need help to develop effective time-management skills.
1 2 3 4

Career Development

Standard 2. Students will develop career and educational awareness.

2.1 Students need help to understand personal interests, abilities, and values as they relate to planning a postsecondary education and/or career path.
1 2 3 4

2.2 Students need help to understand the relationship between educational achievements and career planning. 1 2 3 4

2.3 Students need help to understand the positive attitudes between work and learning.
1 2 3 4

2.4 Students need help to develop skills to locate, evaluate, and interpret career information. 1 2 3 4

2.5 Students need help to understand how societal needs and functions influence the nature and structure of work. 1 2 3 4

2.6 Students need help to demonstrate skills to prepare for, seek, obtain, maintain, and change jobs. 1 2 3 4

Career Development

Appendix K

Standard 3. Students will demonstrate career-planning skills.

3.1 Students need help to apply decision-making skills to career and educational planning.
1 2 3 4

3.2 Students need help to develop skills in career planning.
1 2 3 4

3.3 Students need help to understand the continuous changes in male/female roles.
1 2 3 4

Personal and Social Development

Standard 4. Students will develop self-knowledge and self-acceptance.

4.1 Students need help to understand the influence of a positive self-concept.
1 2 3 4

Standard 5. Students will acquire and demonstrate self-management and responsible behavior.

5.1 Students need help to understand the impact of growth and development.
1 2 3 4

5.2 Students need help to develop appropriate attitudes and behaviors.
1 2 3 4

5.3 Students need help to develop personal safety skills.
1 2 3 4

Standard 6. Students will acquire and demonstrate problem-solving and decision-making skills.

6.1 Students need help to identify common personal and interpersonal problems.
1 2 3 4

6.2 Students need help to apply decision-making/problem-solving skills.
1 2 3 4

Standard 7. Students will acquire and demonstrate interpersonal and communication skills.

7.1 Students need help to demonstrate communication skills in speaking, listening, and nonverbal behavior. 1 2 3 4

7.2 Students need help to demonstrate skills to interact and work cooperatively in teams.
1 2 3 4

7.3 Students need help to identify and express thoughts and feelings.
1 2 3 4

7.4 Students need help to demonstrate effective skills for interacting with peers and adults.
1 2 3 4

7.5 Students need help to understand the effects of peer pressure.
1 2 3 4

Standard 8. Students will develop respect and value human diversity.

8.1 Students need help to demonstrate respect and appreciation for individual and cultural differences. 1 2 3 4

8.2 Students need help to describe stereotypes and their impact on self and others.
1 2 3 4

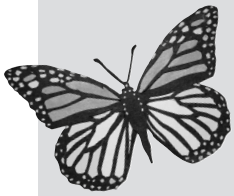
Community Involvement

Standard 9. Students will develop an awareness of community involvement.

9.1 Students need help to understand and enhance the community.
1 2 3 4

9.2 Students need help to develop and participate in community volunteer service projects.
1 2 3 4

9.3 Students need help to develop a sense of community pride.
1 2 3 4



Appendix L

Counseling and Guidance Program Evaluation

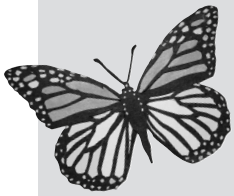
The following is a sample of a Counseling and Guidance Program Evaluation, which can be adapted to fit the needs of the particular school.

Please check the number that best describes the function:

1 Unsatisfactory	2 Below Standard	3 At Standard	4 Above Standard	5 Superior

	1	2	3	4	5
1. Program Planning: Designs, plans, and implements counseling and guidance program.					
1.1 Develops a written school-based counseling and guidance plan based on student needs.					
1.2 Organizes the counseling and guidance program by assessing needs, setting goals, and formulating a plan of action and program evaluation.					
1.3 Manages time effectively and provides counseling and guidance services on schedule.					
1.4 Maintains an organized, functional, and up-to-date office/ counseling center.					
1.5 Seeks input from teachers and staff, and collaborates with them in making decisions about the school counseling program.					
2. Counseling and Guidance: Implements and facilitates delivery of counseling and guidance services.					
2.1 Demonstrates knowledge of multilateral and cross cultural communication skills and knowledge in the school counseling and guidance program when appropriate.					
2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.					
2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling to monitor student progress.					
2.4 Develops a written school-counseling plan where all students receive appropriate guidance, which relates to self-knowledge, educational and career exploration, and career planning.					
2.5 Provides counseling and guidance for students taken out of class and placed in special education classes, including gifted.					
2.6 Coordinates with school staff to provide supportive and instructional classroom guidance activities.					

	1	2	3	4	5
2.7 Gathers evaluative data to determine effectiveness of classroom guidance and student comprehension, and makes revisions when necessary.					
3. Consulting: Consults with school or system staff and administration about issues, problems, and concerns involving students, as needed or as requested.					
3.1 Demonstrates knowledge of consulting process and techniques with students, parents, teachers, and administration.					
3.2 Assists parents and teachers in understanding and responding to developmental levels of students.					
3.3 Presents instructional/informational programs to groups of students, parents, teachers, and administrators (e.g., parent educational programs, group guidance, behavior management, school safety, and suicide prevention).					
3.4 Interprets achievement and aptitude test data to assist school staff with curriculum planning.					
3.5 Demonstrates knowledge of accessing community resources.					
4. Coordinating: Facilitates an effective system of sharing information with stakeholders.					
4.1 Communicates effectively with students, parents, administration, community, and staff.					
4.2 Advocates for all students.					
4.3 Assists teachers with the integration of guidance activities into the curriculum.					
4.4 Share appropriate non-confidential information about students with the school personnel, parents, and the community.					
4.5 Makes appropriate referrals of students to school and community programs.					
4.6 Assists with coordination of student services in the school.					
4.7 Assists with coordination of the school's annual testing program.					
5. Student Appraisal: Assists with preparation of students for standardized test taking and interpretation.					
5.1 Interprets test results and other student data accurately.					
5.2 Assists in the development of an assessment preparation improvement plan to include Criterion, Norm-Referenced, Writing, Career-Performance Based, College and Postsecondary practice and actual tests.					
5.3 Uses standardized tests and inventories according to published practices and professional standards.					



Appendix L

	1	2	3	4	5
6. Ethical Standards: Professional Practices and Development					
6.1 Adheres to ethical standards of the counseling profession.					
6.2 Follows the laws, policies, and procedures, which govern school administration.					
6.3 Maintains ethical and professional growth by regular staff development.					

Published 2001 by the

Florida Department of Education
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Florida Department of Education
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CD924